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THE UNIVERSITY OF ALBERTA

# STUDENTS' VIEWS OF THE MADELINE HUNTER MODEL OF TEACHER EFFECTIVENESS

By

DONALD C. KONDRAT ©

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE
OF MASTER OF EDUCATION

IN

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Students' Views of the Madeline Hunter Model of Teacher Effectiveness" submitted by Donald C. Kondrat in partial fulfilment of the requirements for the degree of Master of Education.

Dr. D. J. Sande (Supervisor)

WGCathcart.

Dr. W. G. Cathcart

Daiyo Sawada

Dr. D. Sawada

M. Haughey

Dr. M. L. Haughey

Date: 89/06/19

# ABSTRACT

This study strives to arrive at a better understanding of the characteristics of an effective teacher from the student's perspective. The study reviewed the lived experiences of both present and former students of a teacher using the Hunter Model of teaching. The study tried to gain indepth knowledge of the events of teaching, the student-teacher interactions, the teacher characteristics and an understanding of the classroom culture and how these impacted on the students.

In this study, an ethnographic approach to data collection was used in which information about the experiences of twenty four students were recorded. This approach involved the use of passive participant observations and interviews. Data was collected in the form of detailed fieldnotes, a daily diary and tape recorded conversations of classroom observations and student interviews. All recordings were later transcribed. This study was conducted over a five month period.

Guiding themes were used to analyze the informant's views of their experiences. The themes have been portrayed with as much real-lived world data as is possible. The guiding themes that emerged include: building a relationship, motivation, sense of purpose (mission), freedom from failure, teacher's involvement, active learning experiences and teacher professionalism.

Using these themes the findings of the study were developed. These findings centered on the verification of the characteristics of an effective teacher as presented by Hunter and the lived experiences of the students. The findings were summarized as: verifications of 'Hunter' teacher characteristics, other teaching characteristics, and do these characteristics as presented by Hunter make a difference as far as the students were concerned? as a result of this study a number of implications were derived: a teacher's participation in an inservice program based on the Hunter Model would be constructive to their teaching; elementary students can be effective evaluators of their teachers; and the methodology used in this study to gather information was appropriate for this type of research. Finally, suggestions for future research were offered.

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## TABLE OF CONTENTS

Chapter

I. IDENTIFICATION OF THE RESEARCH PROBLEM.....1
  Hey Teach!..............................1
  Introduction to the Question..........3
  Purpose of the Study..................5
  Significance of the Study.............6
  Limitations of this Study.............8
  Organization of the Thesis............9
  Summary...............................9

II. RELATED LITERATURE REVIEW.................11
  Research on Effective Teaching........11
  Teaching/Teaching Performance Models..19
  Debate Involving the Hunter Model.....25
  Student as Evaluator..................27
  Summary...............................30

III. THE METHODOLOGY...........................31
  Overview..............................31
  Discussion on Approach................33
    Step one: Defining the "Effective Teacher".........33
    Step Two: Selecting the Actor....34
    Step Three: Verification of Criteria............34
    Step Four: Classroom Observation.35
    Step Five: Selecting the Informants...........35
    Step Six: Interviews.............37
  Data Collection in this Study.........38
    Making an Enthnographic Record...39
    Making Focused/Selected Observations.........39
    Making Cultural Inferences.......40
  Presentation of the Data..............42
  Summary...............................42

IV. THE RESEARCH SETTING......................43
  System Entry..........................43
  School Entry..........................45

School Setting........................46
Profile of a Teacher..................47
The Classroom Setting.................49
The Interview Settings................50
Summary...............................54

V. THE DEVELOPMENT OF THE GUIDING THEMES......55
As Seen Through the Eyes of Children..55
Building a Relationship...............56
Motivation............................75
Intrinsic/Extrinsic Motivation...78
Success..........................91
Knowledge of Results.............96
Interest.........................98
Accountability/Feeling Tone......106
A Sense of Purpose (Mission)..........111
Meaningful Lessons...............112
Purpose/Mission..................124
Freedom From Failure..................129
Teacher's Involvement.................134
Active Learning.......................141
Teacher Professionalism...............143
Summary...............................146

VI. SUMMARY OF THE STUDY AND ITS FINDINGS......148
Purpose of the Study..................148
Methodology of the Study..............148
Findings of the Study.................149
Teacher Characteristics..........149
Other Teaching Characteristics...154
Do Students Care.................155
Implications of the Study.............156
Suggestions for Future Research.......157
Concluding Statement..................158

BIBLIOGRAPHY..................................159

APPENDIX A - Letter to the System.............170

APPENDIX B - Letter to Parents................172

APPENDIX C - Sample fieldnotes................173

APPENDIX D - Sample of Interview..............177

# LIST OF FIGURES

FIGURE.......................................................

1 ........Enthnographic Involvement................32

2 ........Focusing Observations....................41

# Chapter One

# IDENTIFICATION OF THE RESEARCH PROBLEM

## HEY TEACH!

Dear Teach:

Oh! You're the new guy on the block. Right arm! I could give you a couple of pointers as I have been at this school game a few years.

Are you going to come on with the we're 'Pals' routine? Boy, a couple of teachers tried that and they didn't really care what we did. Just as long as we didn't cause waves. Poor old Mrs. Pic (we called her 'Pickles') lasted only a few weeks.

Oh! We can be pals as soon as you prove to us that you really can teach and understand our problems.

It won't take long for the class to find out if you're going to be a good teacher and don't kid yourself 'teach' - we'll know - and so will everybody in the school!

Please make us feel that we're special to you and teach us to do things for ourselves. You see we don't always want to be dependent on you to discover what 'education' really is.

We hope you will take to us -- enough to get darn good and mad at times. We've got to know what you expect from us. Remember, sometimes it may take a while before we understand. For instance, Jamie is having special problems with reading and spelling. So is my friend Jon but he tries real hard. He thinks he is stupid. But he's not really. You should see the ideas he comes up with when we play Star Wars. I sure wish I could be that creative. Jon just needs your help a little more than the rest of us.

Last year's teacher just used to scream at him. "I don't know why I bother teaching you. You inconsiderate little demon! It sure doesn't do anything for me!"

I hope you won't be afraid to put your arm around me and say, "That was a job well done!"

You know 'teach', some of us just need a little harder push to learn. I hope you push real hard.

But you know 'teach', come to think about it, a teacher - a 'for-sure' good one, that is - has got it made because it must feel real good to teach and to know that you helped kids like me to feel like real people.

So remember it's going to be tough! But we need you to make the right decisions - isn't that what teaching is about - making decisions?

Yours,
Kelly

P.S.

Oh, while I'm writing anyway, you know, I think you're going to do just fine.

Kelly is a fictitious student. His comments typify the comments made by the students the author has worked with in the classroom and the students involved in this research.

## Introduction to the Question

Some would argue that teaching is simply 'unanalyzable' because of its diverse aims and its complexity. Others believe teaching to be an art.

Research during the twenties tended to try to match teaching styles to the philosophy of the psychological views of Montessori, Dewey, James and so on.

The second wave of research was concerned with describing personality traits. Certain attributes were hypothesized as being related to excellence in teaching. Numerous research studies/papers were churned out that dealt with manipulation of measures of success and its relationship to teaching personalities.

In the sixties and seventies educational research on teacher effort tended to identify 'generic' teaching behaviours (effective regardless of setting). As stated by Manatt (1981):

> These studies touted such behaviours as "task-oriented", "structured", and providing "positive reinforcement" for producing substantial student outcomes" (p. 1).

Many large scale research projects as cited in Bruning (1984) such as Colenran et al (1966), Mosteller and

Moyniham (1972) and Jencks et al (1972) - lead us to the conclusion that not only might variations in instructional methods make very little difference, they may have few important effects at all. For it appears, that variations in instruction make marginal differences in learning, at least in comparison to social influences such as family and socio-economic status.

> ...Process-product research results are only indicative that there may be some relationship between the teaching strategies identified and student achievement (Bruning, 1984, p. 17).

Eggert (1977) recommends in his investigation of teacher behaviours and pupil outcomes that an anthropological analysis be used to enrich our understanding of the study of classroom events.

What is needed is for educational research to focus upon combinations of teaching behaviours. The researcher must take into account the 'culture' in which this teaching is occurring (Manatt, 1981; Spradley, 1980).

Furthermore, with the pace that governing bodies are mandating teacher evaluation legislation many educators and administrators are scrambling to compile lists of characteristics to describe effective or master teachers (Wuhs and Manatt, 1983).

Alberta Education's and Saskatchewan Education's reaction to the new wave of public accountability of education has been to mandate that all school jurisdictions within the province have teacher evaluation policies in place to guarantee that students in the province are taught by effective teachers.

The entire question of what "aspects of teaching" are important to the student will soon come up. Common sense and a grounded body of empirical research indicate that eventually we will have to take the time to ask students - "Does this 'stuff' really matter to you?"

Jacobson (1982) in his study on students' opinions of outstanding teachers found that students' own relationships with teachers were valued more highly than a teacher's actual performance in the classroom.

Most of us can describe a school experience we had with a teacher we thought was 'god'. What is it that we liked about that teacher? What did he/she do that affected us so?

## Purpose of the Study

The general purpose of this study was to gain an understanding of the characteristics of an effective teacher as seen through the eyes of students and former students in the context of a classroom where the teacher practiced the Hunter Model of teaching.

The focus was on the child culture in this context.

Major questions that were addressed include:

1. What were the events, interactions and characteristics of the setting which had a significant impact on the

students and teacher in the teaching and learning environment?

2. To what extent were planned activities actually memorable to the students and former students?
3. Did the Hunter Model of teaching make a difference as far as present and former students were concerned?

## Significance of the Study

> The performance of individual teachers and the quality of practices across the province will be evaluated to assist in the provision of effective instruction to students...(Alberta Education, 1985, p. 50).

The above statement was taken from Alberta Education's policy on teacher evaluation. As a result of this policy, school systems across the province have prepared policies and regulations that outline the 'Indicators of Effective Teachers'. Most systems now have their set of tested characteristics of a good teacher.

With renewed interest in teacher performance, entrepreneurs such as Manatt and Hunter have developed inservice packages on teacher performance. Each is eagerly travelling this country and that of our neighbour, ready to preach their message. Manatt (1981) addressed teacher performance evaluation with the purpose of improving instruction. Hunter describes, interprets and evaluates teaching formatively, to improve the teaching process or summatively, to categorize teaching quality.

Hunter's model of teaching is known by several other names - A Clinical Theory of Instruction, ITIP, Mastery Teaching, PET, Clinical Teaching, Target Teaching, The UCLA Model. A significant portion of the content of Project Teach, and Edmonton Public School's Instructional Skills programs are based on the Hunter Model.

Madeline Hunter, through her model of teaching has probably had more influence on teachers in the past decade than any other educator (Brandt, 1985).

Hunter workshops appear to be annual events in the city of Edmonton. Individuals and systems are conducting inservice programs based on the Hunter Model. (i.e. County of Parkland - Project Teach; Edmonton Public Schools - Instructional Skills).

The school system in which I did my research, sent administrative staff to UCLA for 'Hunter' training. These administrators have returned to the system to incorporate and promote this approach to teaching.

Do teachers making use of this model make a difference as far as students are concerned? Every teacher that has used or plans to use any model of teaching at one time or another asks themselves this question.

Bixby (1978) in her research on 'Do Teachers Make A Difference?' found that "... the teacher is more important than what is taught" (p 290).

Are the characteristics of an effective teacher as outlined in the Hunter Model important to the children taught by teachers utilizing that model or are there still other characteristics that are important to them?

Generally the significance of this research lies in its potential to clarify, based on the understanding of the child culture in the classroom, a number of the issues surrounding the effective teaching movement in this province.

A comparison of the children's views of the characteristics of an effective teacher with those according to Hunter could have a significant impact on the appropriateness of staff improvement programs based on the Hunter Model.

Further, this research could make significant contributions to the knowledge base of staff improvement programs by focusing future qualitative and quantitative research.

### Limitations of This Study

The major limitations of this study were:

1. The ability to generalize about this study was limited because of the size of the sample population. (Examining only one teacher and 24 informants.)
2. The study was designed around a teacher who was selected by school administrators as being a successful and effective teacher.

3. The open-ended descriptive questions may have influenced comments made by informants in phase two of this study.
4. Due to time restraints placed on the data collection, the time factor limited the natural process in this ethnography. To compensate for this factor I did pre-observation work to focus the data collection in this study.

## Organization of the Thesis

The organization of this thesis blended the formats used by Winther (1983) and Van Hesteren (1985). The organization of the thesis was developed using the following format: chapter one outlines the purpose of the study, chapter two focuses on a review of the related literature, chapter three outlines the methodology of the study, chapter four deals with the research setting, and chapter five develops the guiding themes arising from the data. The final chapter provides a reflection on the conclusions and implications of the study.

## Summary

This chapter opened with a child's perception of the first experiences of a beginning teacher. The chapter then provided the reader with the context of the problem in the form of an introduction to the question. As well, the specific research questions to be addressed by this study were outlined. The significance of the study and its limitations were also provided. The organization of the thesis concluded the chapter.

Chapter Two reviews the limited quantity of literature available on the student as an evaluator as well as the abundance of literature available on teacher characteristics.

## Chapter Two

## RELATED LITERATURE REVIEW

This chapter focuses on the following key areas: first, a review of the research on teaching effectiveness; secondly, a review of the research on selected teaching performance models; thirdly, a review of the literature on the debate involving the Hunter Model; fourthly, a summary of the literature on the role of the student as an evaluator.

### Research on Effective Teaching

The historical review of the research on teaching effectiveness made extensive use of concepts from Eggert (1977), Fedigan (1978), Graham and Heimerer (1981) and Ingraham (1983).

Three periods of research are presented:

The early period of research on teaching effectiveness dealt with works from 1896 to 1957. Research conducted during this period yielded few results that would identify effective teachers. Research in this period was designed to carry out the research from outside the classroom walls. This research used responses by in-school administrators and central office personnel on the characteristics of an effective teacher. However, there were some landmark studies during this period which recognized the need to study the teaching-learning process from within the classroom. Towards the latter part of this period studies conducted by Anderson and Brewer (1945-46), Withall (1949-51) and Flanders (1960) verified that the teaching-learning process within the classroom could be reliably measured. Several classroom observation systems were developed during the latter part of this period and lead to the next period of research.

The middle period of research on teacher effectiveness from 1957 to the middle of the 1970's utilized the classroom observation approach to research. Many small studies of teacher effectiveness were carried out (Manatt, 1981). Large scale studies as cited in Bruning (1984) such as Colenran et al (1966), Mosteller and Moyiham (1972) and Jencks et al (1972) yielded many contradictory and isolated findings and conclusions.

A number of research reviews were carried out. In these research reviews many studies were gathered, compared, analyzed and the overall results published. Fedigan (1978) summarized a number of these major process-product research reviews. The conflicting and at times insignificant findings among the research reviews tended to nullify the value of the teaching strategies emerging from these studies.

Porter and Brophy (1988) indicate, in their review of the research on teaching as conducted by the Institute for

Research on Teaching, that in the 1960's and 70's scholars and policy makers concerned about education equity and improvement did not see the need for research on upgrading the quality of the teaching profession. They interpreted the research of the day as indicating that neither schools nor teachers made important differences to student achievement.

The present period of research is depicted by replication studies and longitudinal studies carried out to verify and support earlier research. The research over the past two decades on effective schooling has addressed all aspects of schooling. Some of the basic areas addressed include: What characteristics of a school are related to higher levels of student achievement? What traits of teachers and teaching styles produce high achievement? The present period of research is also noted for the synthesis of several individual teaching strategies into concepts of effective teaching. These concepts of effective teaching, if added to a teacher's repertoire, were found to result in measurable increases in student achievement (Ingraham, 1983) and (Cotton, 1988).

A review of the variables of effective teachers and teaching styles, assembles the work of effective schooling leaders such as Anderson, Brophy, Evertson, Hunter and Rosenshine. Numerous research projects were conducted over the past two decades that reviewed effective teaching variables and effective teaching behaviours. Examples include the studies of Graham and Heimerer (1981), Ingraham (1983), Hedges et al (1987) and Porter and Brophy (1988).

Studies such as those of Graham and Heimerer (1981) identified generic variables characteristic of effective teacher performance. Graham's and Heimerer's (1981) findings indicated that few teacher behaviours were generic. Rather, most teacher characteristics appeared to be situation-specific. So called effectiveness was greatly connected to the curriculum, grade level, and characteristics of the students, especially their socio-economic status. These findings were summarized by Graham and Heimerer (1981) who examined the works of the following authors: Berliner (1976), Berliner and Tikunoff (1976), Brophy (1976), Cruikshank (1976), McDonald (1976), Peck (1976), Rosenshine (1979), Stallings (1976), Ward and Tikunoff (1976).

Dunkin and Biddle (1974) pointed out that statistical correlations between specific individual teaching variables and measurements of student achievement are quite low. Gage (1985) counters with the fact that even weak relationships can make important differences. He used the medical example of how a drug that produces a 2.5% increase in the survival rate can lead to saving many lives when you consider its effects on a national or an international scale.

Ingraham (1983) summarized fifty-five teaching strategies to indicate something of the research process utilized and its significance in the field of education. These strategies were summarized into eight groupings of teaching strategies:

1. Personality Traits
2. Classroom Management Strategies
3. Basic Concepts of Teaching
4. Teaching Strategies
5. Time on Task
6. Mastery Teaching
7. Teacher Should Statements
8. Environmental Factors

In summarizing effective variables and teaching characteristics we can review them in three categories as follows: first, those variables that increase student achievement because they increase academic engagement; secondly, those variables that focus on making the learning process clearer and more rewarding for the student and thirdly, other variables that relate to effective teachers and teaching.

Research has confirmed that academic engagement (time on task) significantly contributes to increases in student achievement (Erickson, 1986).

Studies such as Berliner (1985), Brophy and Good (1985), Colen (1987) and Walberg (1985) indicate that the amount of content covered, opportunity to learn and allocated time effect academic engagement and student achievement. Much of this research is based on the principle that achievement has a correlation with increases in the student's opportunity for learning (Berliner, 1984 and Stallings, 1986).

Another aspect of academic engagement is the characteristic of effective teaching whereby a teacher keeps instruction moving or actively teaches to maintain student interest and covers more content (Anderson, Evertson and Brophy, 1982; Barr, 1980; and Berliner, 1984).

Brophy and Evertson (1976) see effective teachers as those viewing their classroom as a learning environment and who approach their teaching with a businesslike attitude.

Clark and Peterson (1986) show that much of this active instruction results from professional planning, thinking and decision making. Good teachers adapt their instruction to meet the needs of their students rather than rigidly sticking to the textbook.

Teacher characteristics that focus on organizing and structuring teaching activities to improve learning are the focus of the second category of effective teaching behaviours.

Studies such as those of Berliner (1986), Ausubel (1978), Good et al (1983), and Rosenshine (1986) point out that the characteristics of teacher effectiveness include the importance of focusing, introduction of new materials and opening with a review in the daily lessons.

The development of automated and efficient routines was observed in the performance of expert teachers by Greene (1986), Huberman (1985) and Brooks and Hawke (1985).

The reduction of teacher 'flip-flopping' and 'dangles' or reducing the classroom digressions and the irrelevant content is seen by Kounin (1987) as a way of increasing lesson clarity and thus improving student understanding and achievement.

Effective teaching research shows that students need and enjoy very high success rates. This means teaching students at appropriate levels of difficulty so that the lesson can be clearly taught and readily comprehended (Marlivane and Filby, 1986 and Berliner, 1984). There is a relationship between ensuring high success rates and student achievement according to Hunter (1984, 1985).

Other research reviewed focuses on wait time. The research review by Tobin (1987) reports that a longer teacher wait time reduces interference, permits student processing and according to research, leads to higher achievement.

Other characteristics of effective teaching can be categorized on the basis of whether they influence classroom climate, management, reinforcement practices and self-improvements.

Porter and Brophy (1988) in summarizing the highlights of good teaching from studies of the Institute of Research and Teaching and those of other researchers over the last ten years paint this picture of an effective teacher. They see effective teachers as semi-autonomous professionals who:

- are clear about their instructional goals;
- are knowledgeable about their content and the strategies for teaching it;
- communicate to their students what is expected of them-and why;
- make expert use of existing instructional materials in order to devote more time to practices that enrich and clarify the content;
- are knowledgeable about their students, adapting instruction to their needs and anticipating misconceptions in their existing knowledge;
- teach students metacognitve strategies and give them opportunities to master them;
- address higher - as well as lower-level cognitive objectives;
- monitor students' understanding by offering regular appropriate feedback;
- integrate their instruction with that in other subject areas;
- accept responsibility for student outcomes;

- are thoughtful and reflective about their practice (Porter and Brophy, 1988, p. 75).

The major purpose of these lists of characteristics was for evaluation of teacher behaviours. Stodolsky (1984) and Hunter (1986) were concerned about the practice of assessing behaviour by using a checklist to observe the presence or absence of specific teacher behaviours without considering the classroom context. For as Brophy et al (1975) indicated as stated by Stodolsky (1984) that classroom (data) context does make a difference on the 'variables' frequently assumed to be aspects of 'general teacher behaviour' (p. 13).

## Teaching/Teaching Performance Models

Bruning (1984) developed a model for direct teaching.

> ... in the perspective , classroom management techniques and effective instruction go hand in hand through good planning, curriculum arrangement, and instruction that keeps students engaged in learning. The approaches collectively are called direct teaching in reference to their emphasis on teacher control over the organization, planning, scheduling and delivery of instruction (p. 4).

Brophy and Putman (1979) outlined a number of factors that characterized the effective teacher's expectations of themselves and their students.

Generally these expectations were:

1. Have a sense of personal responsibility for their classroom.
2. Have realistic attitudes towards their students.
3. Run classrooms that are smooth and almost automatic.
4. Have a quality called 'withitness'.

5. Make appropriate seatwork assignments.
6. Make and check homework assignments.
7. Communicate clearly defined classroom rules.
8. Pace their instruction according to the student's background and ability.
9. Give praise to students during teacher-initiated contacts (p. 13).

Manatt (1981 and 1987) in his Teacher Performance Evaluation Program dealt with the following aspects of effective teaching:

1. Productive teaching technique
2. Positive interpersonal relations
3. Organized structured class management
4. Intellectual stimulation
5. Desirable out of class behaviours

Hunter's Model (Hunter, 1985) of teaching increases the probability of learning by:

1. identifying professional decisions teachers must make;
2. supplying research-based cause-effect relationships to support those decisions
3. encouraging the teacher to use data emerging from students and classroom to augment or correct those decisions.

The book entitled Mastery Teaching by Madeline Hunter (1982) outlined the components of the Hunter Model. These components were:

1. Decisions in teaching

> ...teaching is now defined as a constant stream of professional decisions made before, during and after interaction with the students; decisions which, when implemented, increase the probability of learning (Hunter, 1982, p.3).

These decisions in teaching fell into three categories:

a) what content to teach next
b) the behaviour of the student
c) the behaviour of the teacher

2. Increasing Student Motivation

Motivation is a student's intent to learn. Factors that the teacher had control over and worked in concert with one another were:

a) level of concern
b) feeling tone
c) success
d) interest in the learning task
e) knowledge of results
f) student's own propulsion to learn (intrinsic motivation)

3. Getting Students Set to Learn

Techniques to be used at the beginning of class included:

a) review
b) anticipatory set
c) stating the objective for the day's lesson

4. Providing Information Effectively

Techniques used to increase the effectiveness of giving information included:

a) determine basic information and organize it
b) present the basic information in the simplest, clearest language possible
c) design a model that students can experience directly

5. Teaching to Both Halves of the Brain

The following were dealt with:

a) say before writing
b) use key words - simple diagrams
c) position = relationship
d) erase old before introducing a new concept

6. Modelling What You Mean

Models used by teachers should have four important characteristics:

- a) effective models highlight critical attributes
- b) models avoid controversial issues
- c) first models must be accurate and unambiguous

7. Making Material Meaningful

Six principles were used to guide the choice of meaningful experiences:

- a) identify the critical attribute(s) of the present learning
- b) select from students own lives some previous knowledge or experience that exemplifies the same critical attribute(s)
- c) check your example for distractors
- d) present the example
- e) label the critical attribute(s) or elements in the example
- f) present exceptions

If necessary invent a mnemonic device.

8. Checking Students Understanding

Three techniques which checked student's understanding without the necessity of correcting tests or papers included:

- a) signaled answers
- b) choral responses
- c) sample individual responses

9. Practice Doesn't Make Perfect - Designing Effective Practice

In this section, the following conditions of good practice were included:

- a) a short meaningful amount
- b) a short time so student exerts intense effort and has an intent to learn
- c) new learning, massed practice; older learning, distributed practice
- d) give specific knowledge of results

10. Guiding Their Initial Practice

Four techniques for guiding initial practice included:

- a) guiding the group through each step in practice
- b) monitoring group responses and giving feedback
- c) sampling group understanding through an individual response
- d) monitoring each individual's written responses

11. Extending Their Thinking

Benjamin Bloom's (1956) Classification System of Thinking was developed.

12. Dignifying Errors to Promote Learning

Three steps in correcting errors included:

- a) supply the question to which the answer (error) belongs
- b) prompt the student
- c) hold the student accountable for the correct answer

13. Using Time to Achieve More Learning

Two ways to increase learning by using class time which otherwise would be wasted included:

- a) sponge activities
- b) directing questions to the group

14. Teaching So Students Remember

Five factors which promoted retention included:

- a) meaning
- b) feeling tone
- c) degree of original learning
- d) schedule of practice
- e) transfer

15. Teaching For Transfer

Four factors that promoted transfer included:

a) similarity
b) association
c) degree of original learning
d) critical attributes

16. Design of Effective Lessons

The following were included in an effective lesson:

a) anticipatory set
b) objective and purpose
c) input
d) modelling
e) checking for understanding
f) guided practice
g) independent practice

(Hunter, 1982)

From the research done on teaching models one should be able to conclude that if management programs lead to increasing the learner's time on-task, as it should in a well organized and smoothly run classroom, then the learner's achievement is likely to increase. Because most of these model programs do just this, their success is guaranteed. However, I believe we, as educators are interested in more than an increase in student achievement.

Porter and Brophy (1988) state that, "todays educational practitioners are looking less for prescriptions and more for principles that will increase their effectiveness as semi-autonomous professionals who negotiate and mediate among complex and sometimes contradictory tasks and demands as they pursue goals of excellence and equity" (p. 74).

## Debate Involving the Hunter Model

In recent years conflicting views in regard to the success, appropriateness and reliability of the Hunter Model have been published.

Critics such as Slavin (1987), Gibboney (1987), Mandeville and Rivers (1989) are requesting that Madeline Hunter provide the statistical research to show the correlation between the components of the Hunter Model and the increase in student achievement or productivity. Hunter's (1987) response to Gibboney's accusations was that Gibboney should provide an alternative that works before he discards this one.

Educators like Art Costa as reported by Lambert (1985) and Pavan (1986) challenge the step by step process or the seven elements of an effective lesson. Haggerson (1987) points out that it is because Hunter's model is explicated in literal terms, therefore this accounts for its acceptability by many school and system administrators today. Wolfe (1987) indicates that the model is not a rigid formula but a set of useful elements that teachers may use to make decisions in regard to teaching. Hunter (1989) argues that "the essence of the Hunter Model is to enable teachers to make conscious and appropriate decisions as they plan and execute their teaching activities" (p.67). It is the untrained who kill off the spontaneity of the art of teaching by inappropriately demanding that certain aspects be incorporated in a lesson rather than looking at the appropriateness of the teaching experience. Freer and Dawson (1987) are quick to point out that the reason people swear by Hunter is because her Model is so clear and easily applied. As to the their response to the lack of research based reliability, it is straight forward, "Personally, we do not care, nor do our students, that Hunter's bibliographies are not yards long. Dewey's weren't either" (p. 68).

Mandeville and Rivers (1989) indicate that the data from some studies suggest that both the quality and quantity of the coaching may have been insufficient to produce the desired increases in skills for the participants. Hunter (1989) argues that a model should not be judged on the successfulness of its implementation. Hunter indicated that this aspect of the model is frequently inadequately implemented. She indicates that educational excellence is not achieved by a quick fix but by a long-range plan for professional assistance to help teachers internalize those behaviours and use them as an integral part of their daily lessons.

Studies such as Stallings (1985) and Robbins and Wolfe (1987) have reported a significant relationship between engaged time and student achievement. Stallings (1985) in her study cautioned that going through the Hunter Model was not enough, "that on-going training and program implementation are crucial" (p. 337). Robbin and Wolfe reported a drop in student achievement in the fourth year of the study. They indicate the "most plausible explanation has to do with the coaching of teachers - an area that received a great deal of attention, but perhaps not enough." Stallings (1989) is not as quick to agree with Robbin and Wolfe for she feels that perhaps "the project helped teachers move to a higher stage in their professional development, but did not facilitate their momentum for growth" (p.63). Anderson (1989) suggests that the one reason the project failed was because the staff development only dealt with the what to do teaching portion of the work in learning.

> Until staff development programs fully address the nature of the work portion of classroom life (e.g. the length of assignment, their intellectual demands, grading criteria and standards), their relationship with student achievement will continue to be minimal (Anderson, 1989, p. 65)

In conclusion it may be safe to say that a truly professional teacher or the art of teaching does not rely solely on one Model but with what works for the students in their care.

## Student As Evaluator

The review of the literature revealed only one study that looked at an elementary child's perception of an effective teacher. A substantial number of studies used college students as evaluators of effective teaching practices. There were a few studies that addressed the use of high school students as a source of information about the teacher's instructional program. Mergendollar et al (1981) conducted a study where he used junior high students as evaluators.

In the Fox et al (1983) study the Student Evaluation of The Teaching Instrument was given to 1,657 sixth grade students and these scores were compared with adult observer assessments of teacher behaviour. The authors state that in general, class evaluations of teachers appear to be reliable and useful measures of teacher behaviour. They state that future research should review the effects on differential student experiences in class, with consequent effects on students' perceptions of their school experience.

Gurney (1977), Jacobson (1982) and Hedges et al (1987) used college students to characterize an effective teacher, while Mergendollar et al (1981) used Junior High School students. McBride (1963) used a questionnaire to gain an understanding of grade three to nine students' thoughts on the extent of student participation in the learning process and the students' awareness of discipline and other restrictive facets of the classroom. Kowalski (1978) as reported in Stodolsky (1984) provided many illustrations of instruments used in teacher evaluation and some of the tools used by students to evaluate teacher performance.

However, the students did not appear to have any input as to the characteristics they would like to see on the evaluation instrument. Patterson (1987) and Calkins (1984) felt that secondary students should be used in the school's decision making process in crucial areas of school operations. Patterson (1987) interviewed 375 seniors as to the benefits they received from and the improvements they would make to their high school program. One area the students addressed was their teachers' instructional strategies.

Gurney (1977) and Cook (1988) stated that student bias did not interfere with their studies. Gurney (1977) also reported on other studies where this was not a factor:

> ...in a study to determine the variance in perception of pupils from different socio-economic backgrounds regarding effective teacher characteristics, Tollefson (1975) found pupils perceptions to be independent of their background (p. 4).

However, certain aspects of teaching may not be pertinent for the student to judge. Such items as the instructor's knowledge of his subject area and the validity of reference material are best left to colleagues to evaluate (Gurney, 1977).

Jones (1980) concluded that his study could have been strengthened by combining interviews with observations of the classes of each of the instructors.

Overall and Marsh (1982) and Abrami (1989) in their review of the literature on the student as the evaluator, discussed the 'Doctor Fox' effect. Namely, to what extent can students be lured into providing higher ratings of their teachers, regardless of lecture content?

Bixby (1978) was concerned with how much influence she had upon the children in her kindergarten classroom. She surveyed, via a questionnaire, former students that were in her classroom twenty years prior. She concluded that the teaching style had a more significant effect on the students than did the curriculum.

In conclusion the above mentioned studies have influenced the research design of my enthnographic study.

## Summary

The review of the related literature presented in this chapter was initiated by looking at an historical view of the literature on effective teachers. Selected models of effective teaching were presented for the reader's reference. The Hunter Model was summarized as well. The debate over the Hunter Model was included for the readers review. The role of the student as an evaluator was discussed in light of what has been reported. Chapter Three outlines the methodology of this study.

## Chapter Three

## THE METHODOLOGY

### Overview

In this case study, an ethnographic approach to data collection was used. Wolcott (1973) stated that "... an ethnography is best served when the researcher feels free to "muddle about" in the field setting and to pursue hunches or to address himself to problems that he deems interesting and worthy of sustained attention" (p. 25).

It was my intention to work as a passive participant observer in the selected classroom environment.

Spradley (1980) outlined the degree to which the researcher can be involved in the setting. He related this involvement to that of a continuum from non-participation to complete participation, (see figure 1).

Spradley (1980) defines a passive participant as:

> ...present at the scene of action but does not participate or interact with other people to any great extent. About all you need to do is find an "observation post" from which to observe and record what goes on. If the passive participant occupies any role in the social situation, it will only be that of "bystander", spectator ...(p. 59).

As stated earlier, I drew inferences about the characteristics of an effective teacher from the vantage point of a passive participant.

| DEGREE OF INVOLVEMENT | TYPE OF PARTICIPATION |
|---|---|
| High | Complete |
| | Active |
| | Moderate |
| Low | Passive |
| (No involvement) | Nonparticipation |

Figure 1. Ethnographic Involvement

(Adapted from Spradley, 1980)

In phase one of this study, which involved over two months of classroom observations, it was my intention to verify if in fact the teacher was demonstrating the selected criteria on a regular basis.

Phase two of my research involved collecting data via interviews with the informants at their home school. One group was interviewed in a committee room. The second group was interviewed in a science lab.

The conduct and design of the interviews were based on Spradley's work entitled, The Ethnographic Interview. This book focused upon making inferences from what people say.

## Discussion of Approach

Utilizing the research findings of Gurney (1977), Overall and Marsh (1977) and Wolcott (1973), as well as, the works of Spradley (1979), (1980) in conjunction with Hunter's Model (1982), my research design unfolded.

### Step One: Defining The "Effective Teacher"

For the purpose of this study an 'effective teacher' was one who had participated in inservice training using the Hunter Model (1982) and was currently practicing these techniques in the classroom.

The findings and views of Gurney (1977) were considered as I did not address all aspects of the Hunter Model. I concentrated on the techniques that related to teacher-student interaction.

The following areas of the Hunter Model were addressed in this study:

a) Motivation

b) Providing Information Effectively

c) Teaching to Both Halves of the Brain

d) Making the Material Meaningful

e) Checking for Understanding

f) Extending Their Thinking

g) Dignifying Errors to Promote Learning

h) Teaching so Students Remember

### Step Two: Selecting the Actor

Supervisory personnel within the Dew Drop Public School System were asked to nominate teachers whom they deemed worthy of the label "effective teacher", in accordance with my definition of the term. I met with the nominees over lunch and discussed the implications of my study with them. One obvious choice came forward and Mr. Devon Hanna was selected and agreed to participate in this study.

### Step Three: Verification of Criteria

Three steps were taken to verify that Mr. Hanna was in fact aware of the criteria involved in the Hunter Model. First, I requested that the Associate Superintendent, who was trained at UCLA in the use of the Hunter Model, review his teaching staff and nominate teachers who had received inservice training in the use of the Hunter Model.

Secondly, I reviewed Madeline Hunter's work with Mr. Hanna to assess his understanding of the Hunter Model. Thirdly, as a participant observer I observed Mr. Hanna's teaching characteristics confirming data received during previous interviews.

After the data was analyzed and themes were developed, they were reviewed with Mr. Hanna to see that my assessment of the situation made sense.

### Step Four: Classroom Observation

Through classroom observations from February to May I verified the fact that Mr. Hanna demonstrated the selected criteria on a regular basis.

As well during this period, informants were observed within the classroom culture. As a passive participant I was able to record the events, interactions and characteristics of the culture that had a significant impact on the classroom informants. These observations were used to formulate questions about events that could be discussed at a later date with all student informants. When these classroom events were related to Mr. Hanna's former students the events helped them with their recollections of their classroom experiences with Mr. Hanna.

### Step Five: Selecting the Informants

To obtain an insight of the characteristics of an effective teacher that are important to students both Mr.

Hanna's present and previous students were identified as informants. Informants were obtained from Mr. Hanna's present grade six classroom and students in grades seven and nine who were his former grade five students. Therefore, I interviewed informants from three different years. These students were taught by Mr. Hanna over a period of five years.

Both Mr. Hanna and I agreed that all students who were in his grade six classroom were to be invited to participate in the study. Letters were sent home informing the parents of the study and requesting parent authorization for the child to participate.

Sandra's Mother was reluctant to have her daughter participate. She was the only parent who called wanting additional information. After our telephone discussion she agreed to Sandra's participation. All twelve students agreed to participate in the study.

I met with Mr. Hanna's previous principal to obtain classlists from Mr. Hanna's 81/82 and 83/84 teaching years. Mr. Davidson was very cooperative and reviewed the lists with me to indicate which of the students were still living within the area. I asked that Mr. Davidson nominate a diverse group of eight students from each year. Mr. Davidson selected a range of students including those who were above average in ability, students who were behavioural problems and students who had experienced difficulties with their schooling in grade five. Generally Mr. Davidson felt he had provided me with a creditable heterogeneous group of students.

My next step was to meet with the students at their home school and explain my study to them. All were invited to participate in the study and authorization letters were sent home. Of the grade seven students who returned their authorization letters I selected six students from each of the classes to participate in the study. Only six of the grade nine students agreed to participate. Therefore, I included them all in the study. My original goal was to select five students in each of the classes. On the advice of my study advisor I initially selected six informants in each class to give me a little added insurance that I would have at least five informants per grade should someone want to withdraw. The advice was sound because I had one grade nine student withdraw because the study was interfering with her social life.

### Step Six: Interviews

The interviews remained informal discussions with casual conversation. I led these discussions and on occasion focused the direction of the discussion if I needed to clarify the data being presented. In general if I introduced a topic it usually generated other ideas from the informants. The informants were usually allowed to develop their thoughts and ideas to the fullest. Only when

I wanted to zero in on certain aspects of the themes were the students presented with focused questions. I was interested in what they remembered in relation to what was important to them about Mr. Hanna's teaching.

## Data Collection in This Study

Approaches for gathering data included longhand scripts, formal observation tools, audiotapes of classroom activities, interviews and artifact collections such as logs and diaries. Freilich (1970) suggested that flexibility in the researcher's fieldwork is obtained if the researcher has utilized several different approaches for gathering, storing and analyzing data. However, Fisher (1975) concluded that open-ended observation was the most useful method in arriving at an understanding of the educational experiences in the classroom. West (1977) supported Fisher's conclusion. He stated:

> Participant observers have discussed at length the implications of human intentionality for concept formation and data collection. As well, the flexibility of the technique and its observational emphasis exemplify the approaches needed for classroom knowledge (p. 59).

The goal of this study, as indicated earlier, was to work in the classroom setting and to discover what was going on there (Wolcott, 1973).

Spradley (1980) introduced the area of cultural anthropology in a comprehensive and clear manner. Along with the terminology he described the steps involved in enthnographic research. For this study I utilized ideas from Spradley's (1980) D.R.S. method of collection and analysis of data.

**1. Making an ethnographic record:**

Field notes were collected from direct observations of Mr. Hanna's classroom activities for the months of February to May. During this phase the lessons observed were taped, except for a few isolated instances. After my visitations to the school, the initial condensed fieldnotes were expanded to include pertinent information obtained from the recordings of the proceedings. (Spradley, 1980)

During phase two of the study all formal interviews were taped. As well, a log of the proceedings was made. However, only fieldnotes were made of all informal interviews with the informants and Mr. Hanna.

**2. Making focused/selected observations:**

During my initial visitations all observations were recorded. Only as the study unfolded did I start to notice patterns and themes. Therefore, my observations were focused through the formation of open-ended descriptive questions. When it was necessary for me to obtain further insights of specific aspects of a theme I deliberately prepared a number of focused questions for subsequent interviews with my informants.

Spradley (1980) recommended this approach for focusing the researcher's observations. The following diagram adapted from Spradley (1980) illustrates this process (see Figure 2).

The fact that the data collection in this study was conducted over a condensed period of time (approximately four months) meant that it was necessary for me to compensate for the time needed to collect data using an ethnographic approach.

For, "How will I know I'll have it, when I have it?" A review of Hunter's Model was conducted by viewing and analyzing the teaching tapes that accompany the book entitled Mastery Teaching by Madeline Hunter (1982).

As well, I reviewed my research intentions and my observation approach with Madeline Hunter via a telephone interview with her in March 1986.

### 3. Making Cultural Inferences:

It is necessary for us to study meaning carefully if we take meaning seriously (Spradley. 1980). Culture is not directly observable: individuals learn about culture by making inferences.

> When ethnographers study cultures, they must deal with three fundamental aspects of human experience: what people do (cultural behaviours), what people know (cultural knowledge) and the things people make and use (cultural artifacts) (Spradley, 1980,p. 5).

Making inferences about the culture involves reasoning from evidence.

In Chapter Five a summary of the data collected in this study is developed using guiding themes.

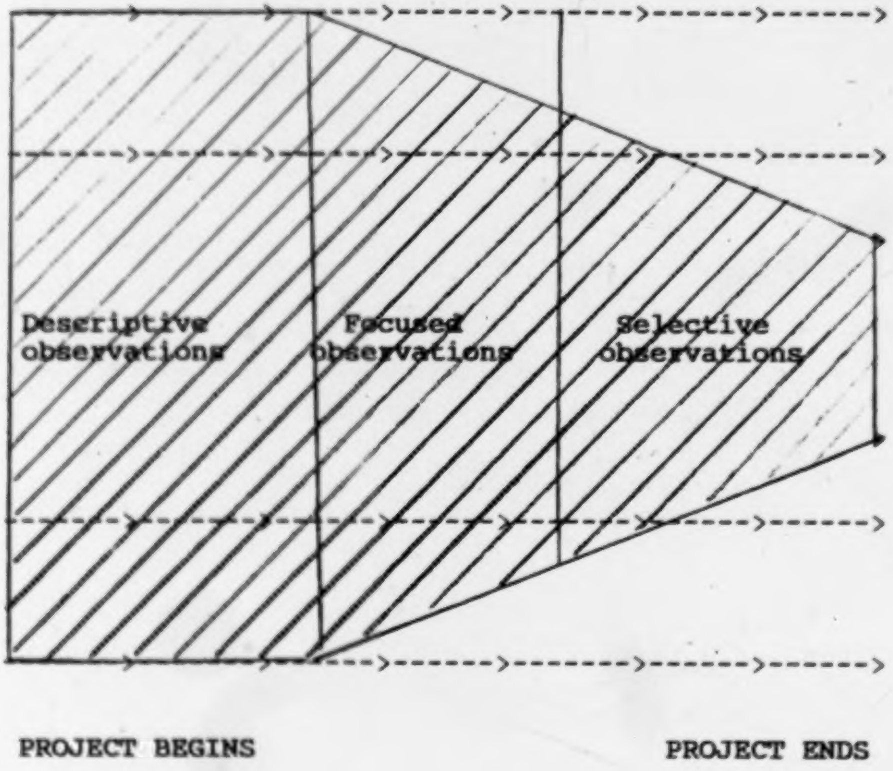
Descriptive observations
Focused observations
Selective observations
PROJECT BEGINS
PROJECT ENDS

Figure 2. Focusing Observations

Participant observation begins with wide-focused descriptive observations. Although these continue until the end of the field project, as indicated by the broken lines, the emphasis shifts first to focused observations and later to selective observations (Spradley, 1980, p.34)

(Adapted from Spradley, 1980)

## Presentation of the Data

Deciding how to present the research process and the data collected in this study was determined by reviewing and incorporating the approaches and styles of the studies of Winther (1983) and Van Hesteren (1985). Both of these studies used an ethnographic approach in their data collection. Using their styles as a starting point I formulated an outline of my presentation style which was reviewed with my advisor, Dr. Sande.

## Summary

The methodology of the study was the focus of this chapter. In the overview of the research method, phase one classroom observations and phase two interviews with the informants were outlined. Within the discussion on research approach, the steps taken in the research design were presented. The data collection process used in this study was also described in this chapter. The next chapter will concentrate on providing information of the research setting.

## Chapter Four

## THE RESEARCH SETTING

In relating the process taken in this research, this chapter developed the following topics: system entry, school entry, the school setting, the profile of a teacher, the classroom setting and the interview settings.

### System Entry

Once I had my proposed study formulated I began looking for a school division that was familiar with and had teachers practicing the Hunter techniques.

From my coursework dealing with enthnographic methodology, I was aware that it was important not to be too familiar with the subjects you were observing. I did not want to have to make the familiar unfamiliar. Therefore, I eliminated from my pool of possible systems all those school systems I worked for or with. A couple of rural school systems seemed suitable.

My advisor approached one of these systems on my behalf. The Associate Superintendent of that school division was receptive to the study. I made a telephone inquiry of the Associate Superintendent to explain the study further. He was still receptive to the idea and recommended a number of teachers whom he felt would suit my purposes.

I made a formal application in February 1986 to the Associate Superintendent. He approved my application on the condition that I agree to provide the school and the teacher with some form of help in return. As it turned out I was able to provide my services as a teacher aide to the school prior to conducting my research. As well, the students and teachers at the school were treated to a noon hour of cotton candy compliments of the researcher.

Two teachers were nominated by the Associate Superintendent. Due to the availability of the teachers and the schools Mr. Hanna emerged as my best choice.

The fact that I would be conducting my study in a grade five/six classroom had some disadvantages. My original proposal was designed with a grade five classroom in mind. As well, Mr. Hanna requested that only the grade six students be used as my informants. This reduced my target population. However, by interviewing all of the grade six students rather than five as proposed, the anonymity and confidentiality of the students would be better safeguarded.

I was in the system. I worked with the Dewdrop Public School System. This system was a large rural school division within a two hour drive of my home.

## School Entry

Shortly after my meeting with the Associate Superintendent I travelled to the school to familiarize myself. On February 17, 1986 I visited the school for the first time. I was warmly greeted and felt quite relaxed about being there. The staff had already been advised of my pending work. In the staffroom I was introduced to the other teacher aide at the school. After a little joking about taking her job and a brief exchange about my research I bid adieu and headed for home. The situation here was suitable for my research purposes.

Prior to my next visit I initiated my contacts with Mr. Hanna's former students.

On my next visit to the school I knew that my role and acceptance was going to be easy, for the staff was hosting a baby shower. My talents were quickly put to use cutting up the vegetables and other fixings for the shower.

The plan was for me to assist during my first few visits to the classroom - no formal observations were to be recorded at this time. The school science fair provided me with the opportunity to be visible in the school and give all participants in the study time to relax in my presence. Among other things, I assisted Mr. Hanna with the judging on the day of the science fair.

Mr. Hanna was very amenable to a flexible schedule of visits and agreed to allow me to continue the observations into June if necessary. He also facilitated my research by encouraging me to relate ideas about my research and guiding themes so that he could review and discuss them with me.

## School Setting

The school was a new, modern facility located in a rural setting with many new homes situated in the immediate area. The school was developed as a community school, with the Community Hall attached to the school and available for school use. This elementary school had a small population of approximately 70 students. All the grades were split with the exception of the kindergarten.

The school itself was surrounded by recreational developments including skating rinks and ball diamonds. The majority of the students were bussed in from surrounding farms and acreages. There was a very strong parent involvement in the school. I found out by asking a few questions that much of this parent activity was a direct result of Mr. Hanna's approach to the operation of the school. On many days, the number of outside visitors to the school out numbered the staff in the staff room.

The teaching staff consisted of one male teacher with the remainder being female. The majority of the staff were young teachers in their first few years of teaching.

## Profile of a Teacher

Children were in the hallways. A number were gathered around a gentleman who was laughing and quite involved with them. He appeared interested in what these children had to say and to show him.

These were my first impressions of Mr. Hanna. The children seemed to be eager to share their experiences with him.

Mr. Hanna was in his late twenties. He had six years of teaching experience and four years of teacher training. His teaching experience included teaching at the upper elementary level in two different schools. As indicated earlier in this chapter, during the period of this study Mr. Hanna was principal of the school, as well as the grade five/six teacher.

Over the period of a couple of interviews and discussion periods I learned more about Mr. Hanna's philosophy, beliefs and background. He believed the following to be the characteristics of an effective teacher: first, that the teacher must be aware that he is dealing with children, not just theory or puppets that you put through a curriculum; secondly, a teacher must be prepared to make adjustments to the curriculum to meet the student's individual needs; thirdly, a teacher must be able to motivate students in whatever manner suits the student best - not all students are turned on in the same manner;

finally, a teacher must be prepared to tell children why they are learning what they are learning.

Mr. Hanna indicated that he had participated in a Madeline Hunter workshop several years earlier. He stated that he would not call himself a 'Hunter Man' but he believed that the workshop had helped him to refine his skills and knowledge about the technology of teaching. During the initial stages of my research Mr. Hanna also attended a two day workshop by Madeline Hunter to refresh his knowledge of Hunter's philosophy. He believed that he had incorporated her ideas into his own style of teaching. In Mr. Hanna's words, "I did it my way" (Fieldnotes February, 1986).

In our intial interview Mr. Hanna expressed a concern about the study in that he didn't want to put a show on for me. He wanted to teach without having to incorporate different aspects of the Hunter Model into his lessons each time I came out to observe. I assured him that that was not what this study was all about. He was just to go about his normal routine and whatever he had planned for the day was to continue. I assured him that I wanted to observe the classroom in the context of what happened on a day to day basis and that I didn't want a special performance.

Mr. Hanna showed a lot of confidence and poise in his teaching ability and style. He once stated that he did what he believed was best for the students in his charge and he didn't particularily care if it agreed with other styles or approaches. His future plans included obtaining a principalship in a larger school in an urban setting and attending University to obtain his Masters Degree in Education.

Initial interviews with Mr. Hanna were conducted on February 17 and 26. Other formal interviews were conducted on a bi-weekly basis with many informal discussions on almost a daily basis.

## The Classroom Setting

The classroom was a grade five/six split grade with twelve students in grade six and twelve students in grade five. This was a heterogeneous group of students. One girl was repeating grade six. There was also an intern in the classroom for the school year. She looked after the grade five students on most days that I was observing the grade six students. The majority of the students were bussed in from the rural neighbourhoods and as a result most students brought their lunch to eat at school.

After a number of visits working as a teacher aide and taping the classroom proceedings, the students stopped being wary of the tape recorder. They were able to go about their business almost oblivious to the small pocket tape recorder that sat on my desk. The students also quickly realized that if I had my blue notebook in my hand that I was no longer working as a teacher aide. During this time I would not help them with their work or discuss any concerns with them. During these times as a passive observer, both the teacher and students tended to ignore my presence and continued on with their own work.

Only once was I requested to turn off my tape recorder, for the students were just going into a health lesson on 'Human Sexuality'. Mr. Hanna asked if I would mind not recording that particular lesson.

Classroom visits for the purpose of data collection were conducted on the following dates.

February 26
March 5,6,7,10,11,12,17,19
April 2,7,8,9,11,14,16,17,21,22,28,30
May 2,6,14,22
June 6,19

## The Interview Settings

The twelve grade six students were interviewed in two groups of six; each group had at least two separate interviews. All sessions were taped. These interviews were conducted at noon hour in the school library. One grade six student was interviewed separately to clarify her negative feelings towards Mr. Hanna. She was the only grade six student who indicated that she didn't like Mr. Hanna.

Many informal interviews occurred as I had many recess and noon hour discussions with the grade six students.

These discussions usually took place as we walked around the school grounds or while I participated in their noon hour games. I was not able to tape these conversations but usually summarized anything of significance, via a pocket tape recorder on the return drive home. This information was later documented in my field notes.

Interviews with another group of informants, now in grade seven, were conducted at their school. The interviews were always during the noon hour. The principal usually made arrangements to have the school conference room available for this purpose. All of these sessions were taped.

The interviews with the grade nine informants were also conducted at the school during noon hour. These interviews were usually held in an unoccupied classroom.

Each session with the grade seven group was done as a whole group with all informants in one room at one time. In all, each group of informants had five sessions and all sessions were taped. I later made a written, transcribed copy of all taped sessions.

On most occasions I brought along a treat, such as milkshakes, for all the participants. These token gifts were given to the students and seen by some as an exchange for their time spent with me - an issue described by Johnson (1978):

> What may be the researcher's theoretical problem is a decidedly practical matter for the members. Not only do the members want to know what the researcher is up to, they also want some plausible rationale which might justify their cooperation. They will talk because they and the the field worker are making an exchange, are consciously or unconsciously giving each other something they both desire or need (p. 56, 57).

With the grade nine students this exchange was necessary because two of the students were reluctant to participate. One of these students was on the verge of dropping out of school. This individual had 'real' social problems. After one session he remained to talk about why he wanted to quit school. When you were in his position life seemed almost overwhelming and he just needed someone to talk to. As well, it was necessary to conduct the last two interviews with one of the informants on an individual basis because she would no longer participate if she had to be in the same room as one of the other informants.

The interview sessions generally were informal as most of the discussions tended to be casual conversation. I usually introduced a topic and allowed the discussion to develop. When I wanted additional information or wanted to concentrate on a particular comment made by one of the students I would ask focusing questions.

I had conversations with the students both informally and formally via interviews paying special attention to what they wanted to tell me. My information was collected in the form of detailed fieldnotes (see sample Appendix C), transcribed tape recorded interviews (see sample Appendix D) and a personal diary that summarized all of my contacts.

Interviews with the students for the purpose of data collection were conducted with the grade groups on the following dates:

Grade Six students;
  March 12, 17
  April 7, 14, 21
Grade Seven students;
  March 19, 26
  April 2, 9, 16, 22, 30
  May 6 (includes pizza party)
Grade Nine students;
  March 18, 25
  April 1, 8, 15, 23, 28.

After the initial sessions the transcripts of these tape-recorded interviews were critically reviewed so as to focus my observations through the formation of opened-ended descriptive questions (Spradley, 1980, p. 34).

Dr. Sande and Dr. Hunter as well helped to refine my procedures in interviewing students.

Dr. Hunter (1986) pointed out the importance of looking at the cause-effect relationship between what the teacher is doing and what the student is doing. One could not just look to see if the quality of effective teaching was present or absent. The researcher has to look at the appropriateness or inappropriateness of the teaching incident. Therefore, it was necessary for me to probe the students to see if they understood why Mr. Hanna was doing certain things. Did it benefit them at that time or would it benefit them in the future?

Dr. Sande shared a number of tools useful in developing opened-ended questions to initiate the interviews and discussions when I wanted to obtain further insights about specific themes.

## Summary

This chapter related the different aspects of the research setting in this study. The following aspects of the research setting were described: system entry, school entry, the school setting, a profile of the teacher, the classroom setting and the interview settings.

# Chapter Five

# THE DEVELOPMENT OF THE GUIDING THEMES

## As Seen Through The Eyes Of Children

In this chapter I described and interpreted the comments and teaching situations that the informants experienced while being instructed by Mr. Hanna. The meaning that the informants gave to their experiences are also described. I tried to record sufficient data relating to the students' thoughts and comments so as to provide the reader with a realistic impression of the experiences these students had. Throughout the data collection I allowed the informants time to express their thoughts and feelings about their classroom experiences. It was always my intent to have the perceptions obtained in this research grounded in the child's sense of reality. The narrator has therefore deciphered the described incidents yet tried to present the experience as naturally as possible. Generally I tried to let the student's comments speak for themselves.

In the following sections guiding themes were used to analyze the informants' views of their experiences. The themes were portrayed with as much vivid student data as possible. All names of students, teachers, and places quoted in the following descriptions are fictitious.

The guiding themes that emerged from the observations in the classroom and the interviews with the informants include: building a relationship, motivation, a sense of purpose (mission), freedom from failure, teacher's involvement, active learning experiences and teacher professionalism.

## Building a Relationship

For education to be beneficial, it is important that an effective classroom possess a good teacher-student relationship. An appropriate and effective relationship is essential in any successful organization.

If the instructional program in a given classroom is to be successful, it is imperative that the teacher be an active participant. The interaction between teacher and students with regard to classroom activities is the foundation for success in this area.

Hunter (1986) pointed out that many times you will find that a very popular teacher will foster dependence because that teacher needs to tend to her own personal needs. However, the students love her, but it is a seductive sort of relationship. It is not a 'freeing' kind of relationship.

Many times you will find students who think a teacher is wonderful and parents who think a teacher is wonderful. However, this teacher is not meeting the needs of the students. Therefore, the teacher is really not very benefitting the students. It is imperative that one analyze why the students like a particular teacher. Is this relationship based on the student's genuine educational needs or has the teacher 'bought off' the student by allowing them to do whatever they would like to do with little teacher control? There may also be a situation where a teacher has convinced the parents that he/she is providing numerous immeasurable educational opportunities for the students. Meanwhile, the students are bored and/or frustrated because the material they are occupied with is inappropriate for their educational needs.

The students voiced some definite opinions as to why they liked Mr. Hanna.

The grade seven students shared their views in the following sections taken from the interviews.

Researcher: So basically you liked him (Mr. Hanna) because he let you goof off?

Troy: No! We had to work for everything we got. So that's how he controlled the classroom.

Jarrett: Yea!

Bonnie: Everybody knew that if they worked and did their stuff they would be rewarded by Mr. Hanna.

These grade seven students in another interview explained further their feelings toward Mr. Hanna.

Kristin: We thought he was going back this year to teach grade seven. We were kindda hoping he would!
(This would mean that he would have taught these students again.)

Bonnie: We were really disappointed that he was leaving.

Kori: Because he was one of the best teachers.

Jarrett: He made us work. He didn't **GIVE** us anything for the first three months. He made us work. LIKE WE WOULD WORK!

Kori: And then we got rewarded.

Bonnie: Yea! He was tough on us for the first three months, like if he was nice to us we would take advantage of him.

His former students four years later and now in grade nine had definite views about Mr. Hanna.

Researcher: What did you like about him?

Pauline: He gave you what you deserved.

Researcher: What do you mean by that?

John: He was fair.

Pauline: If you were fooling around you would get a fair punishment.

Researcher: Was he always fair?

Pauline: Yes I think so.

. . .

Pauline, John and Kevin later in the interview shared these thoughts.

Kevin: Yea! He smiled and laughed mostly. That's what he did.

John: To him everything was a joke. No not everything.

Pauline: He looked at life as more of a joke, whereas Mr. Kope was a romantic at heart and liked things to be just like that. Mr. Hanna didn't mind if things went up and down.

In a later interview Curtis indicated that Mr. Hanna was one of the best. The following section expands upon that statement.

Curtis: Well we got along good because we (meaning John and himself), both liked lots of sports and stuff. And so does he (Mr. Hanna). John and myself were into baseball so we talked about that sometimes. We participated in the Journal Indoor Games. He helped coach us. I still see him once in awhile. He was probably one of the best teachers I've had.

Researcher: You said earlier he didn't treat you special. Why would you say he was one of the best?

Curtis: Well he was nice. More like me, kind of. None of the other teachers were into sports or stuff like that and they were really serious all the time. It just wasn't fun being in their classes.

Trudy, now in grade nine, was a student who got along with Mr. Hanna but as she puts it, she didn't think he was one of her better teachers. She describes her views of Mr. Hanna.

Trudy: He was almost a comedian in front of the classroom.

Researcher: Did you enjoy his teaching style?

Trudy: At the time, but then I was in grade five. I am in grade nine now. I can't say that I would enjoy that style now.

. . .

Researcher: Are you a better student today because you had Mr. Hanna?

Trudy: No! I don't think so. I think I'm just the same.

Researcher: So you don't believe that Mr. Hanna changed your life? If you hadn't had him as a teacher would you still be the same student you are today?

Trudy: Yea, I think so. I don't know for sure. Like it's different. Like some teachers really help you to change. Like I don't know. Well, yea I would be pretty much the same.

Researcher: How did Mr. Hanna affect you?

Trudy: He taught me. He gave me a good year that's basically all I can say. He didn't help me other than with school work. Like learning to deal with myself . He was just my teacher. I was there to learn academic subjects from him.

Researcher: So because you are a good, bright student you just feel like you were just another one of the grade five students? You didn't think that year was that special?

Trudy: Yea, at that time.

Researcher: Okay. Suppose that Mr. Hanna was going to be your grade nine teacher. Would you look forward to having him as a teacher again?

Trudy: No, I don't think I would.

Researcher: Why?

Trudy: I just don't think I would. I don't think I would enjoy it any more. He was not the type of person I could relate to well. Some people I can relate to really well.

What was important to Trudy was her ability to relate to Mr. Hanna as a teacher. When probed a little further Trudy's response was very astute for a grade nine student.

Researcher: What was it that these other teachers did that Mr. Hanna didn't do?

Trudy: They just gave me the opportunities to challenge myself. I'm not saying anything against Mr. Hanna. I related to those other two teachers better or, maybe they could relate to me better. It's important for the teacher to relate to students. Some teachers relate better to a certain age of student.

Trudy believes that Mr. Hanna was an effective grade five teacher but she doesn't think that Mr. Hanna would be a good grade nine teacher for her. The quality of the relationship shared between the student and the teacher significantly affected the quality of the learning experience.

Averch el al (1974) states:

> It follows not only that some teachers do better with some students but also that there is no single "best" or "right" way to teach. Future research on teaching must account for the different preferences and abilities of the teacher. It makes little sense to talk about teacher skills without considering the population of students best suited for these skills. Studies of long-term trends in teacher effectiveness must designate which kinds of students the teacher is effective with, as well as how effective he is (p.65).

During the interviews with the grade six students many references were made to their feelings about Mr. Hanna.

Harry: He's a good teacher. He's not hard on you. He teaches you hard but he doesn't really - it's fun!

Tina: He's got a sense of humor.

All Students: Yea!

Tina: He's funny. He says funny things.

Researcher: What is it that excites you about Mr. Hanna?

David: He is our friend.

Researcher: How is he your friend?

David: He is someone we can talk to if we have problems.

Randy: He is someone to help us with our work if we have problems with it.

. . .

David: He acts like another kid - a real friend. You might have a best friend in the classroom; he's just like another one of the group almost. I like the way he treats me.

Randy: He's like another guy in the gang.

Tyson: When he's around you don't think of him as a teacher. He's more like a buddy than a teacher. It's the way he treats you.

During all of my interviews with the grade six students, they became very angry with a fellow student who expressed a negative comment about Mr. Hanna. It was necessary on a number of occasions to remind the students that they were all allowed to state what they felt. As well, there were to be no put-downs from the other students. On a couple of occasions it was necessary to interview a student alone so that the student's true feelings could be expressed.

Although these students spoke about the buddy Mr. Hanna was, there was never any doubt as to who was in control of the classroom. The students never lost sight of the fact that their learning experience was under the control of Mr. Hanna. For in Mr. Hanna's classroom there was an effective compromise between 'teacher as buddy' and 'teacher as enforcer'.

In fostering a positive relationship the students had to know that their teacher cared about them. My observations support the contention that the students knew the difference between a teacher who genuinely cared and one who did not.

During the interviews with the grade seven students the following comments were provided on this topic.

Kori and Kristin: They (Kori's and Kristin's former teachers) never laughed or anything.

Scott: Like Mr. Ford. You're doing your math and you would say. "I don't get this part!" He (Mr. Ford) goes, "Look back in your book to the chapter where we talked about that." Mr. Hanna would write it all on the board and do some questions with you first and stuff, so that we would know what we were to do. If a couple of people didn't understand then he would do it again with those students. The others could go on with their work. He would keep going until you understood.

Bonnie: Mr. Hanna cared though.

Researcher: How?

Bonnie: Well if you got an 'F' he would care. Like, he wouldn't just go, "Oh, you got an 'F' you're going to fail."

Kori and Kristin: Yea, he liked you.

Bonnie: He would do something about it.

Jarrett: Then on tests, I think, that if everybody didn't get over 80% or something like that, he kept them after school and showed them how to study or something like that.

The following was a further example of the grade seven students' views.

Researcher: Scott, you said that you didn't like it when Mr. Hanna made you read out loud. Why?

Scott: Because I didn't like reading.

Researcher: Did you not like reading or did you feel uncomfortable reading out loud?

Scott: Yes. (Scott didn't want to express himself further as to why he felt uncomfortable about reading out loud.)

Researcher: Oral Reading is something that Mr. Hanna required but you didn't like it. Did you tell him that you didn't like reading out loud?

Scott: No!

Researcher: What do you think he would have done if you had told him?

Kristin: He could do anything.

Scott: Yes.

Kristin: He might have told Scott to go to the library and read it to himself.

Scott: He might say, "Tough for you."

Researcher: Scott, what do you think he would have said?

Scott: Probably go to the library because that was what Mr. Hanna was like. He always understood everything.

Later in the interview the students shared with me their memories of Mr. Hanna as being a teacher with a sense of humor and having the ability to empathize with them.

Scott: Yes, that's what I was going to say - humor and understanding.

Researcher: Understanding, what do you mean by understanding?

Scott: Well, if something happened at home he would know and wouldn't pester you about anything or tease you that day.

Jarrett: He was somebody who thought it was okay to laugh.

During the interviews with the grade nine students, they volunteered information about the importance of a teacher being a caring person.

Jack provided the following information. My interview with Jack was conducted shortly after he had spent a period with a school administrator discussing why he wanted to drop out of school.

Jack: If you're not a 'preppie' you're nothing. If you're not an athlete you're nothing! (Jack was referring to Mr. X, an in-school administrator.)

Researcher: You say that Mr. X is a very biased teacher. What about Mr. Hanna, was he a biased teacher?

Jack: He didn't care whether you were a 'preppie' or a 'head banger'. He didn't care what you were wearing or whatever. He just worried about you. He just cared.

These observations support the contention that the personality of the individual teacher may have as much or more to do with the success of the learning experience and the enthusiasm the students have for the learning experience than the professional preparation of the teacher and the other related factors.

In a successful teacher-pupil relationship the teacher must earn and maintain the respect of the students. The following discussions with the grade seven students provided their views on this topic.

Researcher: Tell me some of the qualities or things you like in a teacher.

Kristin: There is one teacher. He always yells or hollers at you to turn around and pay attention. Then he will come up to you - with butter in his voice and say, "How are you doing? Oh, are you yacking? Is your work done?" He is really mean to you one time, then he acts really nice. I like teachers to be fair and honest and treat you like a human being.

Kori: Teachers like Mr. Hanna demand respect without having to pick on kids or having to strap kids.

Kristin and Scott offered this explanation as to why Mr. Hanna was respected.

Kristin: We got along as if we were friends. He talked like us for one thing. You know how kids are. We talk a lot faster and we use different (slang) words.

Scott: He was able to get along with us. He treated us as friends, not just students.

John, a grade nine student, made the following comments as to why the students respected Mr. Hanna.

John: He (Mr. Hanna) liked to embarrass people.

John later explained what he meant by embarrass.

John: If he (Mr. Hanna) ever had a chance to tease you, he would. Not to embarrass you, not to laugh at you but to laugh with you - he would. You know what I mean, he used to like to play jokes on people a lot.

Researcher: Okay, then he was a practical joker?

John: Yea, but because he took the time to laugh with you, the students liked him. They just respected him.

Although the respect the students had for Mr. Hanna was obvious throughout the research it was clear that the students perceived different factors that contributed to this respect.

The following students had varied but interesting perceptions as to why a teacher should be respected.

The perceptions of the grade nine students as to why a teacher was respected was one that many beginning teachers tend to discount as not being important to students. These same beginning teachers may feel that because they dress like the students they will automatically gain the student's respect.

The following conversation with the grade nine students dealt with the teacher dress code.

John: Did you hear about the way he dressed?

Researcher: No, how did he dress?

John: He always wore suits. He came to school in a suit. A lot of the time he would change into his jogging suit but he always wore a suit to school.

Pauline: Yea, one period, about a period a day he would always change back though.

Researcher: Does it make a difference?

Pauline: I think it does.

Julie: I think you respect a teacher more if he dresses up, more than a teacher who justs wears sweats and a T-shirt.

John: You look at Mr. Hanna. Everybody looks up to him as a teacher. You look at Mr. Smith and everybody looks at him as a chum because of the way he dresses.

Kevin: He dresses like a 'head banger'. (From my fieldnotes it is noted that a 'head banger' is someone who wears studded jean jackets and heavy boots. As well, they tend not to comb their hair and it is 'trained' to go all over.)

Researcher: Would your feelings toward Mr. Hanna be any different if he wasn't dressed in a suit?

John: Maybe, but I'm not sure.

Julie: Yes, mine would be.

Researcher: Why?

Julie: I'm not sure. I just respect a teacher more who dresses up.

The students were quite individualistic in their responses as to why Mr. Hanna was respected as a teacher. However, they were all in agreement that if a student and teacher relationship was going to be successful there must be respect for the teacher. As indicated earlier in this section the teacher must respect the students.

In all of the interviews, the students repeatedly talked about the patience Mr. Hanna had when listening and how he encouraged them to work.

Kori, a grade seven informant, described one incident that occurred when she was in Mr. Hanna's art class.

Kori: I remember doing my project. I kept doing it and the string would break. I did it about four times.

Researcher: What did Mr. Hanna do?

Kori: He just kept telling me to keep trying. He would smile and try to make a joke of it.

Researcher: Yes.

Kori: Yea! Then I did finish it. If he had been Mr. Jones I would have thrown the thing away.

The other grade seven students provided further explanations.

Researcher: This was a time consuming project.

Bonnie: It was getting to me after a while. You see the strings kept breaking.

Researcher: What did Mr. Hanna do to help you with this project?

Kristin: He would never get mad. Everybody was always calling him and he would say that he would come to you at one time or another. Everybody had to just sit and wait or get your friends to help if they could.

Researcher: Everybody had to have patience.

Bonnie: He (Mr. Hanna) had to have a lot of patience.

Researcher: You indicated that he encouraged you and helped you in art. Did he react any differently in art then in other subjects, for example Math?

Troy: He taught the same in all subjects. It didn't matter to him.

Reflecting on the characteristics of an effective teacher the following grade nine students indicated how important it was to have patience with students.

Researcher: You talked about a teacher having patience. Is it important that a teacher be willing to listen?

Curtis: Yes it is. This year we have teachers who always calls dumb - especially Mrs. White.

She is one of the older teachers. Her patience is wearing thin and I think she is fatigued.

John: I think she has forgotten what a student is.

Researcher: What is a student, John?

John: Someone who is learning and does things wrong. You know, not all the time; but students are expected to make mistakes. Teachers need to be patient.

Curtis: I think teaching has got to her! If you ask her a question she will just say, "I don't know." I don't know of any other teacher that would say that.

Researcher: Did Mr. Hanna ever act like this Mrs. White?

Curtis: I don't remember.

Researcher: You don't remember, or you just don't ever remember him acting like that?

John: Oh! No, I don't remember him acting like that. I only remember Marty and Mr. Hanna used to fight. I don't think Mr. Hanna cared for him at all!

Curtis: Yea, he did!

John: Not as much as he could have.

Curtis: That guy was a brat! He (Mr. Hanna) tried to help him but that guy was just too far gone.

John: Mr. Hanna worked Marty. He liked Marty. He tried so hard to help him, so that Marty would be something. But, Marty was just scum.

Curtis: Marty had no discipline or nothing.

John: He probably had problems at home. He was that type of a kid. I think they lived in a garage or something like that.

Researcher: What did Mr. Hanna do to help Marty?

John: He used to punish him a lot and that helped him. Like once he made him stand up against the wall so long he threw up. Marty learned from that experience.

Researcher: You indicated that Mr. Hanna had to be very strict with Marty. What other things did he do to help him?

John: Mr. Hanna had patience because he was trying his darndest to help him out.

Curtis: To straighten him out. It helped him, he was better. The rest of us could stand him then. He moved after that.

Researcher: Do you feel that Mr. Hanna picked on Marty?

John: No, he was treated fairly. Marty was better at the end.

Hunter (1986) states that it's not only important to see if the conditions are present or absent but it is important to analyze the cause-effect of the teaching situation. In this case, not being present to observe, it is necessary to analyze the account as presented by the informants.

It appears that Curtis and John believed that Mr. Hanna had patience. They were also convinced that Mr. Hanna had helped Marty to be a better person. For in their view, they could deal with Marty towards the end so obviously, something had worked.

Mr. Hanna's solid foundation for an effective classroom was built upon good student-teacher relationships. The evidence presented by the informants indicated that Mr. Hanna had maintained an excellent rapport with his students.

With good relationships with the students as a basis, Mr. Hanna was able to use this as a starting point towards motivating them. The next section examines the motivational activities that Mr. Hanna incorporated into his teaching style.

## Motivation

The contention that students learn what teachers teach and modify their behaviours as they digest content is too simplistic a view of the learning process. Teachers must employ many strategies - whether they be of a rewarding or of a punitive nature in order to influence a student's desire to learn.

Students' continued motivation has been the focus of numerous research studies of the past.

Hunter (1982) described six factors affecting motivation that are controllable by the classroom teacher. These factors of motivation included: interest, feeling tone, success, knowledge of results, accountability/concern and intrinsic/extrinsic motivation. Motivation as cited by Hunter (1982) is one of the most important factors in successful accomplishments. The most powerful tools for increasing student motivation are within the grasp of every educator.

Many of the research studies, such as Bradford (1981), Parkay (1978) and Brophy (1982) reported the importance of the teacher's positive attitude toward learning. Teacher preparation was reported by Wlodkowski (1978), Bradford (1981), Parkay (1978), Anderson and Jones (1981), Hunter (1982) and Manatt (1981) as one way of increasing student motivation.

The teacher-student interaction has an effect on the motivation of students. Chamberlin (1981), Bowen and Madsen (1978), and Dinkmeyer and Dreikurs (1963) pointed out the need to provide students with opportunities to learn without fear of failure. Deci (1971) stated that a teacher has to be regarded by his/her students as someone who is caring, understanding and trusting. Gottfried (1982) was concerned with the negative effect anxiety had on intrinsic motivation. Story and Sullivan (1986) saw interest and enjoyment as a factor in student motivation. Hughes (1981) addressed the need for positive non-verbal behaviour for teachers. Parkay (1978) was concerned about the over use of competition and its effect on the student's self-esteem.

Studies completed by Dollinger and Thelan (1978), Condry (1977), Danner and Lonky (1981), Getsie el al (1985) and Bates (1979) addressed the negative effect that extrinsic motivation had upon the student's intrinsic motivation and other aspects of student learning.

Jones (1980) saw the teacher's questioning techniques as one way to stimulate curiosity in students. A hands-on approach or active participation by the student in learning was another avenue to encourage students to learn (Jones, 1980 and Fredericks, 1985).

By employing positive response techniques in the classroom the teacher can enhance student motivation towards learning, as indicated by Dinkmeyer and Dreikurs (1963), Bates (1979), Stringer and Hurt (1981), Story and Sullivan (1986), and Brophy and Kher (1985).

Lawrence, Škoog and Simmons (1984), as well as, Story and Sullivan (1986) reported on the positive effect that being successful at the task had on the student's willingness to continue working. Ireton and McDonald (1979) pointed out the importance of providing appropriate instruction to meet the student's needs as one way of increasing the student's desire to continue working.

Brophy and Kher (1985) offered suggestions on how a teacher can employ the use of modelling, communicating expectations and other socialization mechanisms to motivate students to learn during everyday academic activities.

This theme describes from the student's point of view, how Mr. Hanna was able to arouse them - to keep them involved in the learning process.

### Intrinsic/Extrinsic Motivation

The importance of receiving rewards, either intrinsic or extrinsic, was essential to the grade seven students that were interviewed. They mentioned this often throughout their interviews. They depended on the classroom teacher to provide them with extrinsic motivators.

Researcher: What do you mean when you say that once in a while he would offer surprises?

Jarrett: Well, once in a while he would go, "Well if you guys finish ... there's going to be something waiting." Like once in a while he would take us out for an ice cream cone.

Researcher: Oh, you mean he would give you a treat.

Jarrett: Yea, like ice cream.

Scott: And if we didn't have it done he wouldn't yell at you or anything like that. He would encourage you to finish or you might miss out on something.

Kory: We would have to do it.

Researcher: What do you mean 'miss out on something'? Do you mean that you would have to complete your work while everybody else did Math?

Bonnie: Say if we had a movie coming up the next afternoon. We would have to stay and not watch the movie and do assignments, etc.

Jarrett describes an incident in which he was involved where Mr. Hanna used negative reinforcement.

Jarrett: I missed a whole morning of school.

Researcher: How did you miss a whole morning of school?

Jarrett: I punched a kid in the nose and Mr. Hanna said, "You stand in that corner until I let you go."

Researcher: So Mr. Hanna made you stand in that corner all morning? Did you like it?

Jarrett: No work! Then he yelled at me afterwards.

Researcher: No work! Did you have to get your work done?

Jarrett: Yeah, for homework.

Researcher: Was Mr. Hanna correct in making you stand in the corner all morning?

Jarrett: Yeah, I deserved it.

. . .

Researcher: You brought this up earlier Jarrett. You said he yelled at you. Did Mr. Hanna yell at you often?

Jarrett: It wasn't like yelling, he would talk to you. He would say stuff that he knew would make you mad - like you're not going to camp or you're never going to see a movie.

Researcher: Why would he want to make you mad?

Jarrett: Depending on what you did he would want to teach you a lesson. Usually he would give in after a while though.

Bonnie: He would usually get you!

These two grade seven students commented on another form of extrinsic reward used by a substitute teacher while Mr. Hanna was absent from school. The importance of the motivator in getting students on task was tested in this scenario.

Scott: I remember one time when we did our Math. We had this teacher and he had an Intellevision and if we did our Math we were allowed to play on the computer.

Jarrett: He tried to use the Intellevision as a reward for us getting our work done.

Scott: Except it didn't work.

Researcher: Why?

Scott: The Intellevision didn't work.

Researcher: Did everybody get their work done?

Scott: No, only some people did. The rest figured what for?

These particular grade seven students, as well as the majority of the other students, emphasized the importance of a teacher taking care when selecting appropriate motivators. If an overemphasis is placed on the reward, when the reward is removed the desire to complete the task is greatly reduced.

The grade seven students gave numerous examples of extrinsic motivation strategies used by Mr. Hanna. A few of these examples are included here.

Researcher: What do you remember about grade five?

Bonnie: He took us to a Trapper's game.

Kristin: He bought about twenty five tickets.

Researcher: Why did he take you to the Trapper's game.

Scott: Because he promised us he would and he liked us.

Kristin: Because we were a good class.

. . .

Scott: If you gave him a hard time he wouldn't do anything else.

Researcher: Scott, if you gave him a hard time then he wouldn't do what?

Scott: He wouldn't take us to any special situation.

Kory: His classroom was a give and take situation.

Bonnie's comments generally summarized and reflected the feelings of the majority of students that were involved in this research project.

Bonnie: You had to work for everything in that room.

Throughout the duration of this research I gained an understanding of how these students were motivated. This theme was important because it played a significant role, and was foundational to the experiences of the students in this classroom. Both the teacher and students came to expect to conform to each other's expectations. During the interviews numerous examples of such situations were discussed that illustrated this fact. The students knew what was expected of them in order to receive the reward provided by Mr. Hanna.

Jarrett: Scott had this Texas Instrument and he (Mr. Hanna) gave us all this homework. We should have had a week to do it but he gave us one night to do it. He said, "The first six people that bring it to me tomorrow morning get to work on the computer. Their names go up and if they finish their work they get to play on it."

Researcher: How many students completed the work?

Jarrett: I think, almost all.

Researcher: So who was allowed to work on the computer?

Jarrett: I didn't at first. You see I wasn't one of the first six. I ride the bus. But we all got to play it later. He let us play because we all got the work done.

. . .

Kristin: I remember when he took us for ice cream.

Jarrett: Yea!

Kristin: Uptown. He took the whole class. We walked uptown and he bought us all a small ice cream. We walked down the alley and everything. He was in front of everybody. We were all talking and stuff.

Researcher: Why did he take you for ice cream? What did you do to deserve to go for ice cream?

Jarrett and Peter: Well we did all our work!

. . .

Bonnie: But we would have fun days where we would work or play for a long period. Then he would have hot chocolate ready when we came back.

Jarrett: Like we would go over for a gym class and play soccer in the snow for a while. Then we would have the treat.

. . .

Kristin: When we were working hard and we did not know he was going to do something, he would say, "Okay, everybody go out and meet me on the field." Then we would go out and play a game of soccer or something.

Scott: Yes, to cool off.

Researcher: When you look back on it now, do you still think Mr. Hanna was fair in giving you all of these treats?

Kristin: Oh yes! I got my homework done. It was a good year for me.

Stratton and Pierce (1980) argue that much of the concern about the use of extrinsic rewards may be unfounded and that the underlying effect may not occur in the field setting to the extent that it does in the lab setting. The grade seven and nine students placed a tremendous importance on extrinsic motivators as utilized by Mr. Hanna.

The grade six students' views of Mr. Hanna's external reinforcement strategy was similar to that of the other two groups of students.

Karly: He makes the work fun and he's not hard on you, like Robert said. And he takes you out for treats and all that.

Researcher: Why would he take you out for treats?

Karly: Because if we work hard he repays us.

Robert: If we are really working hard and he knows that we are really working hard, he will take about a half an hour and spend time in the gym or go outside and play games.

Researcher: Is that right Harry? Could you give me an example of when he took you out for a treat or did something special with you?

Harry: Well, we went out in the winter time to play soccer. We also went to the gym to play.

Researcher: Does he do this every day?

Harry: No! No! Only when we work.

Researcher: Don't you work everyday?

Harry: Only when we work really hard!

Taken from my journal notes from an informal interview with Mr. Hanna, he indicated that he liked to do something special for the students when the opportunities presented themselves. Sometimes these fun activities were planned and other times they were spur of the moment decisions on his part.

In subsequent interviews, other examples of rewards used by Mr. Hanna with the grade six students were given.

Nada: The time we save in getting our books out and all that. He gives us fun periods to do what we want.

Researcher: So you can bank time towards a fun period by getting to your work quickly?

Nada: Right.

. . . .

Randy: If you don't get your work done, he figures you don't understand and he tries to help. Otherwise you will get your work done.

Researcher: So Mr. Hanna gives more work to those students who don't understand the first time?

David: That's right.

Researcher: What happens if you do understand and you don't get your work done?

David: If you do understand, why should you do extra work?

David was quick to realize that if you understood the concept it was not particularly fair for Mr. Hanna to provide you with additional activities. However, David pointed out that it was Mr. Hanna's way of getting the students to complete their assignments. David used the following logic.

David: But if sometimes he does that (gives extra work), he usually says, "Okay. Whoever doesn't get this done - that tells me that you don't understand it." Usually everybody ends up getting it done, because he doesn't give us that hard of work that we would just stand there and do nothing.

Researcher: What happens if you are the only one who doesn't have your work done?

Randy: You get extra help and miss out on fun activities.

Karly: He writes it on the board and gives extra work.

John, a grade nine student, commented on Mr. Hanna's motivational techniques.

John: Mr. Hanna used to reward you if you did something good or punish you if you did something bad. Even at camp.

Researcher: What was different about the way Mr. Hanna handled you and the way other teachers handled you?

John: I guess Mr. Hanna just made a bigger deal out of it.

Researcher: What do you mean "he made a bigger deal out of it"?

John: Well, he used to make a big deal about it, if I did something good. And other teachers, like Mr. Smith it would depend upon who you were.

Researcher: So with Mr. Smith, if you were his pet he treated you differently?

John: No, not really. It's different with Mr. Smith. You could do things one time but you don't do them other times. It depends on his mood - depends on the day.

For John, it was important that Mr. Hanna was consistent with his rewards and punishments.

The responses from these students tend to concur with the conclusions from the research on external reinforcement. Huhnke (1984) suggests.

> "Should rewards be used?
>
> The research suggests that external reinforcement systems should be used with care. Students possessing high levels of intrinsic motivation were shown to function at their best without the use of any additional reward. For those students, however, who need encouragement to try new activities or who have encountered repeated failures, extrinsic rewards may be beneficial. The teacher is advised to know his/her students well and to make careful evaluations of the learning conditions within the classroom before implementing any external reinforcement strategy" (p. 32).

Trudy, a grade nine student, may have been one of these intrinsically motivated students. This would explain her feelings about Mr. Hanna.

Researcher: What did they (two teachers Trudy thought highly of) do differently from Mr. Hanna that made them even better teachers?

Trudy: They pushed me!

Researcher: How?

Trudy: They challenged me a lot more. They kindda dug deep inside me and pulled my insides out.

They told me this is what you are going to do and now go and do it.

Researcher: Did they threaten you?

Trudy: No. They just gave me the opportunities to challenge myself. I'm not saying anything against Mr. Hanna. But those two teachers, I related to them better.

Researcher: Challenging you as a student is a desirable characteristic in a teacher?

Trudy: Yea, but not to threaten you - only to challenge.

Researcher: Do you mean to make you go beyond where you are now as a student? To make you use all of your God given talents and not just to coast through the year?

Trudy: Yea, I don't remember Mr. Hanna challenging me to the same extent that those other teachers did. Right at the beginning of grade five I thought Mr. Hanna was the best teacher ever. But then at the end I thought maybe he was not that great. There are others who could teach just as well. He had different techniques, I had never had a teacher that teaches the same way as Mr. Hanna.

However, Curtis' comments on an effective teacher illustrates the majority of the students' points of view. The students feel that a teacher should plan activities as incentives for the students to work towards. The teacher should be able to present ordinary 'stuff' in an interesting way.

Curtis: Yea, another thing is a teacher should allow there to be something for kids to look forward to. Like that thing on Fridays Mr. Hanna did. We all used to look forward to Fridays. It made the week go by faster. When you have nothing to look forward to you're not in as good a mood as you usually are and everything drags along - makes the week very boring for us.

The importance of using extrinsic rewards by Mr. Hanna for his students was illustrated by the emphasis placed upon the ultimate yearly reward - 'The Camping Trip'. The following interview with the grade nine students summarizes all of the students' feelings about the camp.

Researcher: What was the most important happening of grade five?

Curtis: Camp!

John: Yea, camp! Everybody looked forward to that all year. Oh yea! Even Mr. Hanna did. He didn't mean it but he would say, "If we can't get all our work done then we can't go to camp!" You know, it seemed to get us going!

## Success

There are other factors, as indicated in the introduction to this theme, that effect change and increase learning. The second factor to be reviewed was the students' perceptions of Mr. Hanna's ability to allow students the opportunity to experience success and provide them with appropriate feedback.

Story and Sullivan (1986), as well as Hunter (1982), indicated that when students put forth an effort and have a feeling of competence at the conclusion of the activity they tend to be more motivated to return to work. As Hunter (1982) states:

> "The more success students have experienced in the past the more optimistic they are about the future performance. Even if there is a greater risk of failure, successful students will try" (p.14).

The grade seven students commented on some of Mr. Hanna's classroom strategies utilitized to meet their educational needs.

Researcher: Kory, do you remember anything about grade five Math?

Kory: Yes, the charts on the wall and we had a number of worksheets in them.

Scott: We had these envelopes on the wall and they had all sorts of worksheets. They got harder and harder as the year went on.

Researcher: Did everybody have the same sheets to do?

Kristin: No, I was ahead of everybody.

Scott: You used to work at your own rate.

Researcher: Did everybody eventually or basically do the same sheets?

Scott: We started on the same sheets and worked our way up.

Researcher: How were the sheets checked?

Kristin: We would do a couple, then we would take them to him (Mr. Hanna) and he would check them and then he would give us a stamp.

Scott: Oh I remember, I think it was in his class. We had an answer sheet that had little cars on it and we would put it over the paper to correct our worksheets. It had all the answers in the car.

Kory: It was all individualized. Like he would get the sheets and put it in front of your notebook and then there would be certain pages that were assigned for you to do. Then you would do them and get them marked. Then Mr. Hanna would give you a little star stamp.

I can remember that there were a couple of kids in our class that had sheets that they could use calculators with.

Researcher: Kristin, you said you were ahead of everybody else. What do you mean?

Kristin: We got to work on the computer, on the Math programs. I got to do that all of June.

Kory, an above average student, tried to explain why she found grade five to be her easiest year of school.

Kory: Yes, in grade five. Grade five was probably my easiest year.

Researcher: Why?

Kory: Well I don't know? At the first of the year I thought it was going to be ready hard. Afterwards, it seemed easier.

Researcher: Why did it seem easier?

Kory: I guess because of Mr. Hanna.

From Kory's comments and my classroom observations, it is apparent that the students' feelings of being successful were a result of Mr. Hanna's having planned appropriate activities around the students' needs. As a result, the majority of the students thought grade five was their easiest year in school.

The afore-mentioned student comments brought to mind some rather thought provoking comments made by Kevin, a grade nine informant. On the day I interviewed him, he was upset with having to attend school. He was also frustrated with his teachers.

Researcher: Kevin, you are not having a good day. What were some of the things that you did when you were in Mr. Hanna's class that were signs that it was a good day.

Kevin: Good question.

Researcher: Did you feel good about yourself then?

Kevin: Yes!

Researcher: Why?

Kevin: I don't know. I just did.

Researcher: You weren't upset with yourself and school then. You thought you were an okay person?

Kevin: Yeah! I knew I was though!

Researcher: Why? Did Mr. Hanna help you feel good about yourself?

Kevin: Yea, unless you really deserved something, he left you alone. Like Marty, he stood him in the corner. Then the kid got sick. That was his (Mr. Hanna's) worst, here it would be the best!

In observing and talking to Kevin, one would have to say where school was involved, he didn't feel confident about himself at the time. The number of positive occurrences taking place in school for him were limited. Yet, Kevin had good memories of grade five. One wonders - why?

Ireton's and McDonald's (1979) underlying message, from their research on motivation in the classroom, was that the teacher must reach the student on an individual basis in order to successfully motivate him/her. The fact that Mr. Hanna treated students as individuals and attempted to plan for their unique needs was a characteristic the students found essential in an effective teacher.

The students made references to experiences that gave them the feeling of being successful. It was my impression that to be successful was a major preoccupation of the students.

The importance of success as a factor in motivation is emphasized by Story and Sullivan (1986) when they concluded:

> . . . When the results of this study are considered with earlier research, a set of factors that influence continuing motivation begin to emerge. The students level of performance on the task is one such factor. Students tend to return to tasks on which they perform better and perceive that they perform better than to tasks that are more difficult for them (p.91).

The students made numerous comments about the fact that they preferred teachers who let them know how they were doing. The following episode from an interview with the grade seven students illustrated this point.

Researcher: You're more interested in having a teacher that can relate to students and to their needs?

Scott: Yes, and reward you for what you do or accomplish. Like take and tell you when you are doing well.

## Knowledge of Results

To know if they were successful was important to the students. In the interviews with the students this was quite regularly a topic of discussion as introduced by them. The following was an example of these discussions.

Kristin: You want to hear something? (Kristin read the following from Kory's grade five notebook.) "Kory I'm very pleased with your notebooks and tests this year in Social Studies. The unit on history was long and hard but you worked diligently and excellently. Your notebook can always be kept as a reminder of your great ability."

Researcher: Kory, how do you feel even today about those comments? I noticed you are smiling proudly.

Kory: Makes me feel proud of what I did.

Researcher: It makes you feel proud of your accomplishments in class. What did you do that made Mr. Hanna feel excited and happy?

Kory: I can't remember. I guess I did my work the best way I could.

Researcher: Did Mr. Hanna do anything to make you work this hard?

Kory: He would have something for us to do. Something to work towards.

Researcher: Let's talk about this notebook a little more. Do you like teachers who make little comments in your notebooks?

All The Students: Yea!

Scott: Yes, I work harder for teachers like Mr. Hanna.

Researcher: Kory. You had good comments from Mr. Hanna in Social Studies. How did you work for him?

Kory: I wanted to work harder for him.

Researcher: Do you have teachers who don't comment on your notebooks?

Bonnie: Yea, Mr. Bone.

Kory: Yeah! Some teachers do put comments on but not as much as Mr. Hanna.

Kristin: Other teachers do comment but they are not like Mr. Hanna, so we don't want to improve for them.

The general consensus of the group was that comments from teachers were important. However, if teachers go through the process mechanically, then the impact that the comments had on the students is negligible. As Hunter

(1986) stated: What is important is not the absence or presence of a characteristic but the impact it has on the students in the classroom.

Deci and Ryan (1981) as reported in Huhnke (1984) states:

> "...that tangible, verbal and self-administered rewards could be used effectively if they were designed to give positive feedback about the level of student performance without trying to control student behavior" (p. 10).

Bonnie, a grade seven student, was eager to share the following comments written in her grade five Social Studies notebook.

Bonnie: He wrote on mine, "Excellent work. I'm really impressed with your effort". He always thought I should have higher test marks. I got 68 to 70.

Researcher: He wanted you to get better marks. Did you do better as the year went along?

Bonnie: I think so.

Researcher: Why do you think you got better marks as the year went on?

Bonnie: I don't know. It was like Social was his favourite subject. Then, the kids liked Social because he did.

### Interest

Bonnie's comments, on why the students liked Social, introduces another factor of motivation that affects the student's desire to learn. This motivational factor was the student's interest in the learning task. The students' comments on their experiences, in Mr. Hanna's classroom, illustrated the importance of 'Maintaining Student Interest' in their continued motivation and learning.

During the discussions with the grade nine students the following comments were recorded.

Researcher: Getting students interested in their work is an area we have not talked about yet. Could you comment on this aspect for me?

John: Well, he had little competitions to challenge us and keep us interested.

Researcher: Any other ways?

John: No. Not really.

Curtis: No. But that was enough for me.

. . .

John: He (Mr. Hanna) enjoyed it so everybody else enjoyed it.

Researcher: You've said that because Mr. Hanna enjoyed what he was doing the students enjoyed it too?

John: It rubbed off on us. We kids observed, him an adult enjoying it, and everybody else was enjoying it.

Researcher: So what is so important about enjoying your work?

Curtis: Well, I learned to work hard in his class. My marks were quite good that year.

Researcher: Were they good all year long or just toward the end?

Curtis: Good all year long. Just like an average student's - in the 50s and 60s. So it was a pretty good year for me.

When I questioned the grade nine students as to what they remembered about their Language Arts in grade five, their responses were:

Curtis: Nothing

John: I can't remember the name of the book we worked from.

As they were questioned further about the Language Arts program they were able to relate interesting activites that they had been involved in. What was important wasn't the tool used to provide the learning but the learning itself.

The grade seven students related the following experience, which typifies many such examples given by these students, as to how Mr. Hanna tried to make the material more interesting and/or novel for the students.

Kory: Yea, like we would be doing an assignment or something and he would be reading the question at his desk. If it was funny he would start laughing. He always tried to make things interesting!

Scott: Like he had this paper thing and he was reading it like an announcement or something that he had to take care of and he would laugh about it.

Bonnie: He was a fun person. He told us about his personal experiences that were funny and stuff.

Researcher: Why do you think he told you about his personal experiences?

Kristin: So that we could relate these experiences to some of our own personal experiences. It made the assignments more interesting.

Researcher: Reflecting on your experiences now, was it important to you that Mr. Hanna helped to make the work more interesting?

Kristin: I think that's one of the things that made the year go so fast. Some teachers are so boring that you seem to be forever in their classroom.

Later in the interview the students commented about art projects that they remembered, for they thought they were interesting.

Scott: Yes, we also did decoupage one time too.

Jarrett: Yes, and string art.

Kristin and Kory: Decoupage. That was fun!

Researcher: Let's talk about the decoupage project. What made it "fun"?

Scott: We got to take our own pictures and get a piece of wood. And we would put this picture on wood. Then we would pour all this stuff on it. It made a picture or plaque of some type.

Bonnie: It was like a glass over the picture.

Researcher: Do you still have the picture?

Kristin: Yes, I made a picture of one of my friends and it's at her house.

Kory: Yes, it's still on the wall in my room.

Jarrett: Yes, mine's at home.

Kristin: I remember when we were doing mine. He (Mr.Hanna) took the paint brush and went, "Ooops!" with the decoupage and it went all over it.

Researcher: Was it a good art project?

The Group: Yes!

Kristin: I'll always remember that class. It was good!

Bonnie: String art was fun also.

Researcher: Why were these projects so memorable?

Jack: That was the only time we did them.

Jarrett: Yea, we never did them before.

The grade seven students indicated, as well, that Mr. Hanna used variety in the activities as a way of keeping them interested.

Researcher: What was so special about these worksheets that made you remember them?

Scott: Well, they had clues on them and we had to work them out to find an answer.

Researcher: Is he (Mr. Hanna) the only teacher you had that used that style of worksheet?

Scott: No, but I liked his the best because he had a whole bunch of different ones.

The grade six students also indicated that making the subject more interesting was one of the characteristics that made Mr. Hanna's teaching more effective than other teachers.

Randy: Yea, last year our teacher never did that (relate personal experiences to the students). He would make you go straight to work.

Harry: He (last year's teacher) made us do notes, about 50,000 pages long.

Researcher: Did he (the former teacher) give you more work then Mr. Hanna does now?

Harry: He would just say, "Okay, Social Studies." Then he would start writing down.

Randy: About the same but it was more boring because there was no humor in it.

Researcher: You indicated they gave about the same amount of work, but Mr. Hanna made it more interesting. How?

Harry: He (the former teacher) wouldn't explain it usually. He would just start writing.

Shelly: He (Mr. Hanna) warns us.

Researcher: Warns you about what?

Shelly: Like, if you don't get to work then you wouldn't know it for a test.

Randy: He tells us what's interesting about it before he makes you do it.

Karl: Then everybody gets straight to work.

What Karl, Randy, Harry and Shelly were concerned about was the fact that some teachers just assumed that when they gave the students the notes they would understand the concepts. These teachers assumed that their notes would do the teaching for them.

The grade six students believed that Mr. Hanna was an effective teacher because he used his past experiences, their experiences and knowledge to creatively discuss the new content with them. Therefore, he sparked their interest in the content by making the material meaningful and interesting to them.

Students experience the regular curricula activities differently depending upon how the teacher presents the content to them. The effect that Mr. Hanna had on the students' experiences during a typical assignment were illustrated by the following Journal sections.

> Mr. Hanna was presenting a lesson on latitude and longitude. The concepts were reviewed. Rather than just simply giving the students a couple of questions to check on their understanding, Mr. Hanna made a game of it.
>
> Mr. Hanna: Okay, here is the million dollar question!
>
> Students: Million dollar question!
>
> Mr. Hanna: Today I'm going to give a million dollars to the first five people who have the right answer.
>
> Upon being presented with the first question, the students quickly looked in their atlases to see if they could be the first to get the answer. The buildup of excitement and enthusiasm in the classroom was quite obvious. One would think that the students were involved in a game of charades. The first five students were given a prize of some sort. Mr. Hanna now had their interest and attention. They were involved and on task. The students pleaded with Mr. Hanna to give them a couple of more. While they were working Mr. Hanna moved around the classroom checking to see that the students were going about the activity correctly.
>
> (Journal notes April 22)

The grade six students continued to explain how they felt Mr. Hanna tried to make school more fun and interesting. They felt that Mr. Hanna initiated a number of new and exciting games and activities. They thought that both the school and Mr. Hanna were "great".

Robert sums it up this way:

Robert: He introduced everything to us. Like, right on man!

## Accountability / Feeling Tone

Other factors that tended to increase the student's motivation to learn were their levels of concern about learning and their feelings about a particular situation. The students discussed a number of incidents that related directly to these topics.

The grade nine students explained how Mr. Hanna would use 'threats' to get them to complete assignments. The following were a few such examples:

Julie: I remember when somebody stole something from his (Mr. Hanna's) desk and he said he couldn't trust us anymore.

Jason: No, somebody stole a box of chalk.

Julie: NO! This was something more serious and all I remember is him saying he couldn't trust us anymore. It was quite serious. It was an expensive thing that was stolen.

Researcher: How did things change between Mr. Hanna and the students?

Julie: Not much. Some person came up and told him and it was all forgotten. No more threats.

Researcher: Did he use a lot of threats?

John: It was the same as all teachers do.

Curtis: Every teacher I ever had used threats.

Trudy: But he would keep his threats. Like the camp one. If you didn't shape up, he wouldn't let you go to camp.

Researcher: Did anybody not go to camp?

Julie: No, everybody went to camp.

John: You see I never did my homework. Julie or Bob didn't either. He would always threaten us that way. If we didn't get it done we wouldn't be going. We had to catch up at noon hour.

John, later in our interview, related additional information of a similar incident when he and some of his friends didn't complete their homework.

John: I know Julie, Jack and I didn't always get our homework done. When the rest of the kids went skating he would keep us in the classroom.

Researcher: Did it bother you to stay behind?

John: No, because we still got the hot chocolate afterwards. At the time it didn't bother me because we could talk anyway in class.

Researcher: When you think back now, do you still think he was fair then?

John: Oh, yes! I got my homework done.

Jarrett, Bonnie and Kristin, three grade seven students, provided the following insights about working harder for certain teachers than for others.

Researcher: So, you felt that you could work harder for him (Mr. Hanna) in the classroom because he took you out for activities, like the Trapper's baseball game?

Jarrett: No, because he understood.

Bonnie: If you have two teachers and you don't like one, the one you like you will work for more. Then the one you don't like, well you won't work hard for them.

Kristin: Yeah, and when they ask you to do something you do it because you like them. You don't give them a hard time about it.

The grade seven students views on their accountability and their feeling tone were illustrated by the following discussions.

Researcher: Bonnie, you indicated that Mr. Hanna did yell at you. Can you describe the incident? Why would he yell at you?

Bonnie: He got mad at me for not doing my homework. (Bonnie, Scott and Kory all giggled when Bonnie made this comment.)

Researcher: Did you complete your homework on a regular basis?

Bonnie: Yes. (She was still giggling.)

Researcher: Like, every day after that?

Bonnie: Yes. (She was still giggling.)

Researcher: He only yelled at you once?

Bonnie: Yeah.

Researcher: Boy, that was an effective way to get you to do your homework?

Bonnie: Not all of the time but most of the time after that.

Researcher: Things improved after that. Do you remember what he said to you?

Bonnie: Well, when he yells he doesn't really yell. He lectures more than yells. And he gets this expression on his face, kindda like a worried expression. That was usually enough to make you get your work done. Then he told you why it was wrong not to do something.

When I probed further into this incident the other students indicated that Bonnie later became Mr. Hanna's pet. My fieldnotes from the interview reported that Bonnie did not resent Mr. Hanna 'getting on her case'. Instead, she found that doing her homework pleased the teacher.

On the topic of feeling tone as a motivational factor, the following grade seven students had these comments to make.

Kristin: Or else, if we were working very hard or reading he would put on the radio or tape.

Researcher: When it came to smiling and laughing, did Mr. Hanna do too much or not enough?

Kory: He was always doing that.

Kristin: He always made jokes and then the whole class would start laughing again.

When a situation got "out of hand" the grade seven students' comments typified those of all the groups, as to Mr. Hanna's strategies in dealing with it. My classroom observations also confirmed the students' views.

Kory: He would count to three. Like he would say, "When I finish counting to three, you guys should be quiet."

Jarrett: He didn't always count out loud to three. He would just hold up his hand and go (Jarrett showed how he would put his fingers up one at a time until there were three up). Then we would all be quiet and he would tell us to do something.

Scott: He would give us homework or something like that.

Bonnie: Yea, when we were bad we would get a lot of homework.

Kory: When we were noisy he would wait until we were all quiet and start again.

Researcher: What was different from what other teachers would do?

Jarrett: The other teachers worried.

Researcher: What do you mean the other teachers would worry?

Kory: They would never laugh or anything. They were always serious.

In another interview Kristin and Kory made these comments:

Kristin: He always knew when we were sick of working and needed a break.

Kory: Yes, sometimes we would go and have two periods of gym instead of one.

The comments made by these students indicated how important it was to them that Mr. Hanna was the type of teacher who was aware of their needs. The fact that he appeared to know when to change the experience to a pleasant, unpleasant or neutral feeling tone in order to increase student productivity was important.

### A Sense of Purpose (Mission)

The Mission Theme is closely linked to the following questions, usually pondered by students. Firstly, what is it that the student is supposed to learn? Secondly, why should the student learn the material being presented? Thirdly, why should the student be in school?

My fieldnotes from an interview with Mr. Hanna noted that he believed that too many young people today had lost sight of the purpose of education. From discussions and classroom observations it became apparent that Mr. Hanna was making an effort to explain to the students - the value of attending school, studying for classes, taking tests and improving their grades.

Hunter (1982) states:

> Meaning is one of the most important propellants of learning. Meaning, however does not exist in material but in the relationship of that material to student's past knowledge and experience (p. 51).

**Meaningful Lessons**

The first section to be reviewed in this theme is that of what the students had to say of Mr. Hanna's abilities to make the material meaningful. During the interviews with the Grade Seven students the following comments were reported.

Prior to being given a test the students described how Mr. Hanna prepared them for it.

Kristin: He would just highlight the things we had to know.

Bonnie: Like he wouldn't release everything. He would go over things that were difficult and maybe we didn't understand. He would go over it and therefore we would remember it. We would then understand it before we wrote the test.

Kory: Mr. Hanna made sure we basically knew it all before he gave us the test.

Researcher: Do you think that it was fair that Mr. Hanna reviewed with you prior to the test?

Kristin: Oh, he would tell us what was coming up on the tests. He didn't try to trick us or fool us. Other teachers would tell us only what chapter would be on the test. They didn't want you to get a good mark on the test. Mr. Hanna gave us sample questions and what he expected as answers to these questions.

Scott: That way you could study so you would not fail.

Kristin: He had things to help you with tests.

Scott: He had these study sheets that taught you how to study. We also took a couple of periods to practice studying.

To the grade seven students it was important that a teacher not play games with them. Why should a teacher try to fool them as to what was going to be on the test? To the students the whole idea was to have them learn and retain the material that was presented to them. Therefore, an effective teacher puts more effort into teaching the students what they don't know so they're involved and feeling good about their learning.

In my analysis of the 'purpose for learning' discussions with the grade seven students, the students described certain aspects of a teaching style that were very important to them. The following were some of their concerns.

Jarrett: Like now (in grade seven) in Spelling we just do unit after unit. You don't ever know some of the words, but we still go on to the next unit. With Mr. Hanna you kept going back to the words that you didn't know. You got twenty words wrong and you stay on those twenty words until you get them right.

Jarrett: He would only teach you stuff that you didn't know. Like Mrs. Jackson, she knows something and she talks all period about it and everybody already knows it. What a waste of our time!

Kory: I like a teacher to give material that's not too easy and not to hard. Just right.

Mr. Hanna, as perceived from fieldnotes taken during classroom visits, provided the students with models or sample projects to help them make their learning more meaningful.

During a Math lesson the following observations were made.

> Mr. Hanna introduced a lesson on the multiplication of improper fractions (i.e. 5/4 X 4/3 = --). The students were given a simple question on proper fractions as a review. Then Mr. Hanna did three different examples on the blackboard. These were left on the board so that the students could use them as models. The students were then given one question to work through along with Mr. Hanna. Following this one exercise, they were given several additional questions to do on their own. Mr. Hanna walked

> around the classroom checking on an individual basis for the correct answer.
>
> (Journal: Mar. 19)

David and Tyson were overheard making these comments to Mr. Hanna.

David: Somehow I'm getting them all right but I don't understand this.

Both Tyson and David were asked to go the blackboard. The following was observed.

> Mr. Hanna was at the board with David and Tyson working through another couple of problems. The boys were then given an additional problem to do. They both worked out the correct answer. David was asked to explain what he did. After his explanation, the two boys were given one more question to work out. This second question was also done correctly.
>
> (Journal: March 19)

David's comment to Mr. Hanna at that time was:

David: Oh. I know all you do for multiplying is divide this number by .... I can do this.

As stated by Hunter (1982) putting meaning to concepts is a tremendously important propellant to learning. Due to the fact that Mr. Hanna was able to make a connection between past concepts to new concepts for David and Tyson, the new concepts were no longer isolated. The chances were greatly increased that Tyson and David would remember these concepts.

The grade seven students commented on other ways Mr. Hanna used models to illustrate Social Studies concepts. The following were some of their recorded insights.

Scott: I remember he used to take people out of their seat and take them to the board for examples.

. . .

Scott: Like, Mr. Hanna would get one person to do (act out) something that was in the notes and Mr. Hanna would explain it to us by doing the actions. (All the students agreed that this was how he used to teach Social.)

Jarrett: He used the boys as an example of British soldiers marching in line. The other students got to play the guys that lived in the colonies and they got to run all over the place and shoot the soldiers.

Kory: When we did goverment, he (Mr. Hanna) split up the class and we voted and acted as if we were a parliament.

Mr. Hanna used the models and other activities as springboards for the students to gain an understanding of more complex or abstract concepts.

Scott, a grade seven student, summarized a teaching strategy of importance to him.

Scott: He (Mr. Hanna) explains things so that it makes sense. Then he lets us work on our own.

A grade six student's description of the situation included the following comments.

Lynn: Well, he doesn't give you the answer and he doesn't help you 'too little'. He gives you enough so that you can understand it and you get it done.

During my data collection I observed the development of a Language Arts curricular event. The students were producing a creative writing story. I was able to observe the activities over several weeks from the start to the conclusion.

Mr. Hanna informed the students of what was expected of them and initiated the activity by providing them with three themes that they might choose to write on.

> For those students who had difficulty generating ideas there were numerous samples of listening and reading materials. As well, Mr. Hanna made available to them samples of written compositions by former students.
>
> (Journal: April 1)

The creative writing story was an individual assignment. Upon completing this assignment the students were to select two of the grade six stories. These stories were to be added to those of other students from other schools to form a yearly collection of grade six students' writings. The students seemed to enjoy their work and were eager to share their stories with their friends. David and

Randy passed their papers to each other to read. During the excitement, they shared their thoughts about these stories. Throughout these writing periods, Mr. Hanna provided background music.

During recess I had an opportunity to discuss this activity with some of the grade six students while we went for a walk around the school grounds. Sandra was having difficulty getting started on the story early on into the period. I asked her how she felt about her story now?

Sandra: Good. I'm writing about my love for my dog. I lost it last week.

Researcher: What an interesting story! Did Mr. Hanna help you with it?

Sandra: He didn't tell me what to write. He just helped me think about something I could write about. He gave me last years stories to look at. I got the idea from a story about a pet dog.

This discussion lead the students to expound upon how Mr. Hanna helped them to complete their work. As David explained:

David: Sometimes teachers just rattle it off and you don't understand. They just say, "You understand now." If they come back to you and you don't understand, they will just scream at you. Mr. Hanna doesn't do that. He tries to explain it so that it is something we can see. If he sees that you still don't get it, he will take you to a lower level and you work your way up to a certain level until you get it.

David liked the way Mr. Hanna developed a concept by building upon what he already knew.

When this teaching style was discussed during interviews with the grade six students the following comments were made:

Researcher: Would you comment on the amount of help you receive from Mr. Hanna?

Lynn: Just right.

Researcher: What do you mean by "just right", Lynn?

Lynn: Well he doesn't give you the answer and he doesn't help you to little. He gives you enough so that you can understand it and get it done.

Tyson: Well, he just makes it hard enough and easy enough to get the work done.

The grade seven students had some comments about this teaching style also.

Scott: If you had trouble he would start it off for you. He would always do one to show you how it's done.

Kory: He made an example of what he wanted you to do.

Kristin: Or else he would bring examples of things that other people had done to show us what he was expecting. He brought these things so we would get an idea.

Jarrett: For projects, he always did one himself first.

. . .

The dialogue with David, as well as that with the other students allowed me to draw certain conclusions. These students indicated that they preferred a teacher to be someone that was prepared to present the curriculum to them so that they understood what was taking place. They seemed to have had teachers whose priority was to teach the textbook material and ignore the fact that students such as David didn't always understand what they were being taught.

During classroom observations of the grade six students' preparation of their stories, these additional insights came forth. After all the grade six stories were complete in a 'good' copy format the students had the opportunity to read them to the class. They then voted on which two stories would represent their classroom.

Prior to reading the stories to the class, Mr. Hanna spelled out some of his expectations of their oral reading. These comments were given to the students not as direct put-downs but humorous dialogue as to what not to do.

The grade nine students noted this comedic characteristic about Mr. Hanna.

Curtis: I remember we had to do a commercial in front of the class. Like you had to make a speech or something that sounded like a commercial.

Researcher: What do you think he was trying to teach you in that lesson?

John: How to speak orally, to write your own speech and not to be embarrassed in front of the class.

Researcher: Do you remember how he gave you directions as to what he expected of you while you were presenting your commercial?

Curtis: Yea, I remember. He tried to be a comedian in front of the class and pointed out stupid things that some students did in the past.

Researcher: I'm trying to remember the name of a person who acts that way on a T. V. show?

John: Bill Cosby.

Researcher: Yes, that's who I was thinking of. On his T. V. show he never really yells at his son when he's going to give him the gears about something.

John: He makes it seem funny. But his son still gets the picture.

Curtis: You can sort of say that describes Mr. Hanna.

The periods when the students read their stories tended to be long and tiresome.

> The grade six students read their stories to the group. The variety in topics however,helped to maintain student interest.
>
> 5,000,000 Pennies
> Murder Death
> The Love for Her Dog
> The $2,000,000 Egg
> The Haunted House of Death
> The Night We Got Kidnapped
> Snowmobile Racing
> Gail Landers
>
> The students listened fairly intently to the stories. Tyson was caught playing in his desk so Mr. Hanna stopped the reading and had the students do forty-three Jumping Jacks. Mr. Hanna made positive comments to each of the students upon completion of their story.
> When all of the stories were read, Mr. Hanna indicated that he would now like to tell the students about some of the good things he saw and heard. He expounded upon what he liked about their stories.
>
> (Journal: April 7).

The stories were all read and the students voted. The "The Night We Got Kidnapped" and "5,000,000 Pennies" were selected to represent this grade six classroom.

During an interview with Mr. Hanna, I inquired as to why he allowed the students to vote on the stories that were to represent them? Was he not concerned that they would vote on a friendship basis?

> Mr. Hanna: This was their work and sometimes you have to trust the student's judgment. The students usually pick stories they would be interested in reading. I help the students that have their story selected to polish the story and make the story a little more presentable prior to sending it off.
>
> (Journal: April 9).

This activity could be characterized as a Language Arts activity that included researching for ideas, oral discussions, producing a finished copy, orally presenting the story and listening critically. The end results were two finished products that would represent the group for years to come.

The following comments illicited from the grade nine students summarized the general consensus as to what they found desirable about Mr. Hanna's teaching style.

John: Well, most teachers would say write a report. He (Mr. Hanna) went into detail about what we were supposed to do. He didn't say, "Okay, if you don't finish it take it home for homework." He always gave us time in class.

Julie: He did that with everything.

Trudy: That's why I had hardly any homework. I always did it in class with his guidance.

A lesson involving current events illustrated another technique used by Mr. Hanna to put meaning to abstract concepts so that students remembered the concepts and had a greater understanding of them. Mr. Hanna used the newspaper and read articles about events taking place around the world. The locations of these events were found on the world map by the students.

> Mr. Hanna read part of a story about terrorist activities conducted by Libya. The students were questioned as to their understanding of this dispute between a small country, Libya and a larger super-power like the United States. The students didn't appear to have a thorough understanding of the two concepts being presented.

> Mr. Hanna presented the following analogy for the students. "Suppose that a grade three student was having difficulties with you - a grade six student. You are so much bigger and stronger than the 'grade threeer'.
> What can the 'grade threeer' do to get at you?
>
> Sandra: Tell a teacher.
>
> Robert: Kick you in the knee.
>
> Mr. Hanna: Okay, he will bug you! Here are the things I see happening when a 'grade threeer' wants to get at a grade sixer. First, they can call you names. The second thing they can do is to find your grade one sister or brother, it doesn't matter. Then they can beat the living daylights out of them. So that's a way of getting at you - a grade sixer.
>
> That's Libya's way of dealing with America - because it's a big country. That's what terrorism is all about.
>
> (Journal: April 21).

**Purpose/Mission**

On many occasions the students were given reasons for completing certain assignments.

> Mr. Hanna: For a little while today we are going to discuss different happenings that are reported in the newspaper.
>
> At one time, when I (Mr. Hanna) was in school, we used to have current event tests. Mr. Kondrat probably remembers this from his days in school. When I think about it now, it was the only way that I learned a lot about the world. Today, I learn a lot about other countries just by picking up a paper and reading it. You think about it. In grade five you learned a lot about Canada. In grade six you study the United States. Think about it. When do you learn a lot about Africa? When do you study about South America? When do you learn a lot about Europe? You just don't. I learned about those countries when I was a student, by listening to the news and reading a paper. I suggest that you make that a part of

> your T. V. watching. How many of you watch the daily news or read the paper?
>
> (Journal: April 21).

When this activity was introduced to the grade six students, they were a little concerned that Mr. Hanna would be testing them on everything in the newspaper. Their fears were laid to rest by Mr. Hanna's rationale for having them read the newspaper.

When the grade six students discussed this activity with me later they generally thought it was a fun activity. Karl indicated that he thought it was okay for Mr. Hanna to tell the students why they should be doing certain activities.

> Karl: He always does that (inform the students as to why he wants them to do an activity). Mr. Smith would just come in and say, "Okay. Open your Math books to page 23 and do questions 1-20. Any questions?" If you ever asked him, "Why?", he got mad at you.

Bonnie, a grade seven student, talked about how Mr. Hanna always set goals for them to work towards. She felt that this way they never had to try and guess why they were doing their worksheets, homework, tests, etc.

> Bonnie: He (Mr. Hanna) always had something for us to work towards. We always had a reason for doing it (the assignments). That way we never had any surprises.

Throughout my classroom observations Mr. Hanna consistently provided the students with a rationale as to why they were going to do something. The following recorded notes typify this aspect.

> Mr. Hanna planned to have the grade six students work on additional percentage problems in Math this morning. The activity was prefixed with the following comments by Mr. Hanna. "You are probably wondering why we are going to do these activities on percentage again? I have noted that this percentage material is giving us a little trouble. Therefore, we had better go back and review this again. I don't want you going on to grade seven and the teacher there finding out that you don't know how to do percentage problems."
>
> (Journal: April 28).

In the interview with Randy, a grade six student, he volunteered information about why he was learning about Canadian explorers in Social Studies.

Randy: We are learning about these guys because we live here (in Canada) and Mr. Hanna says that we should learn something about them. It's our history. Why do you think we go to school?

Randy asked this question of me. Randy was almost indignant that I questioned him as to why he was taking this information in Social Studies. I returned the question to him.

Researcher: I don't know. Why do you go to school?

Randy: I go to learn and Mr. Hanna says that we should know something about where we live. I think he's right!

Randy was truely Mr. Hanna's disciple.

Robert had a completely different rationale for completing his work. It was important for him to get his work done, for "teachers don't look good if you don't get it done." Robert explained it this way:

Robert: He's (Mr. Hanna) strict, but he wants you to get your work done.

Researcher: Why does Mr. Hanna want you to get your work done?

Robert: He tells us that if we don't get the work done it makes him look like he's a bad teacher. I don't think he's a bad teacher.

The final question in this theme is - Why are the students in school? This topic came up in my first interview with the grade nine students. Following are some of their responses to this question.

After a few opening comments, Trudy started the discussion.

Trudy: I don't remember a lot right now about grade five. I can't picture Mr. Hanna standing up there and teaching us. There was one thing I do remember. Just about every morning he would talk to us about how we are supposed to get a good education. That lasted for a while every morning.

Researcher: Can you explain this a litte further?

Trudy: He used to stay up there and lecture us, on how we are not supposed to let ourselves go out into the street. We are to get a good education.

Researcher: Why do you think he was lecturing you?

Trudy: I called it lecturing, but it was not really lecturing. It was just a discussion.

John: Because everybody talked. He would only ask for comments. Like once in a while he would ask us how we felt about our education and all that.

Researcher: What do you think he was trying to accomplish by doing this?

John: Maybe he was trying to keep us from dropping out of school early?

Pauline: (In a very "talking down type" of attitude.) Basically, for me it went in one ear and out the other. I don't think I'll ever quit school. I plan to go as far as I can. So I just sat there and listened to it all. It might have helped some people!

The importance of giving the students a rationale for attending school has been highlighted by the students in this research. Hunter (1982) described this process when she said:

> Students usually will extend more effort and consequently increase their learning if they know what it is they learn today and why it is important to them. It is seldom that what we teach has no relevance to the student's life but frequently they do make the connection.

> Consequently, in most (not all) cases you will find it facilitating to tell students today's objective and purpose or reason for that learning (p.29).

## Freedom From Failure

The eagerness of students to participate in the learning activity is greatly dependent upon the teacher's ability to make the experience non-threatening for the student. We live in a society which frowns upon failure. Therefore, if the students feel put-down by the experience they tend not to participate as willingly again. Chamberlin (1981) pointed out the importance of allowing students to make mistakes without fear of ridicule. Undoubtedly there is a fine line between being challenged and being 'turned off' by failure. Bowen and Madsen (1978) suggested that a teacher's effectiveness may be improved by allowing the students regular opportunities to express their ideas and views.

An analysis of the journal notes and the interviews with the students provided some reflections on the students thoughts in regard to this theme.

The students knew when the situation was threatening to them. Their views on put-downs were illustrated by these comments made by two grade nine students.

Curtis: That's one thing I liked about Mr. Hanna. He didn't hold things against you. He would kind of help you. If you didn't get something when he asked you he would try to tell you what you did wrong. He would keep telling us to keep trying.

John: Not like Mr. Smith. He would say, "Boy! Are you guys ever stupid! I learned that when I was in grade two and you guys are in grade five."

Curtis: Yes. He is a teacher who is always calling us dumb!

One reason Curtis and John felt that they liked Mr. Hanna was because he never ridiculed them if they were not sure about something. The students tended to be critical of a teacher that highlighted their weaknesses.

Tina and Robert, both grade six students, summed up this positive characteristic of Mr. Hanna's teaching style in this way:

Tina: If he wants you to do something or if you are doing something wrong he tells you you're doing it wrong without making fun of you.

Robert: He tells you what not to do in a funny way. He doesn't want to put you down.

Researcher: Why do you think Mr. Hanna doesn't like put-downs?

Robert: It's like when we were bugging Sandra for what she was telling you. You said, " No put-downs. Everybody can say what they want". Mr. Hanna is like that. He gets mad if you call somebody a name.

This teaching style was observed throughout the research project. The following examples taken from my fieldnotes typify this approach.

> Social Studies Lesson
>
> Mr. Hanna was using the globe and a wall map to review geography terms with the grade six students.
>
> Mr. Hanna asked Tina, "What's another name for zero degrees latitude?" She didn't respond correctly. He picked the globe up and showed her where zero degrees latitude was on the globe.
>
> Tina's response was, "Oh! The equator."
> Mr. Hanna concluded with, " Yes the equator is what we call zero degrees latitude. Tomorrow I may throw that trick question out again."
>
> (Journal: April 17).

In the next example, Mr. Hanna allowed the students to risk giving an answer without putting them on the spot.

> Mr. Hanna pointed to the southern hemisphere on the globe. He asked the students to write down on a piece of paper what this half of the globe was called.
>
> When all students were finished he gave them the answer. He then pointed to the Northern hemisphere and asked the students to write down their answer. Mr. Hanna walked around the classroom checking the students' answers.
>
> He asked Nada for the answer. She responded, "Northern hemisphere."
>
> (Journal: April 17).

From my classroom observations I concluded that the majority of the time the students willingly participated in the activities because the consequences of failure were never that threatening.

If a student becomes frustrated during a learning experience they may be too embarrassed to ask for help. They may feel that their sense of worth is going to be questioned by either their teacher or their peers. The student may choose to sit and do little rather than be put on the spot.

> The grade six students were working on an exercise on estimation and averaging. Mr. Hanna provided the students with sample exercises. As well, he worked out two questions orally with them.
>
> I walked around the classroom and watched the students working on their assignments. Sandra appeared to be having a great deal of difficulty.
>
> She broke down and immediately started to cry when I leaned down to help her.
>
> Sandra: I hate this. I never know what I'm supposed to do - estimate or just add.
>
> This was no time to question her so I simply helped her to get back on track. I noted that I should talk to her and Mr. Hanna about this event later.
>
> (Journal: March 17)

Later when I asked Mr. Hanna about this situation, his response was:

> Mr. Hanna: She usually knows what to do, but her confidence is so low that she has blocks like that upon occasion. She had a great deal of difficulty in school last year. I failed her so that she would be given the opportunity to experience a little more success this year. She tends to be afraid that the other students will

think she is stupid if she asks a question. No-one gets on her case that I'm aware of.

Sandra confided in me during a noon hour discussion that she didn't like Mr. Hanna last year because he just talked and she didn't know what he wanted her to do. She thought his talking so much made her forget what it was that she was to do. This year however, he was her friend and had her regularly show the other students how to do some of the activities. She especially enjoyed the Social Studies classes.

Sandra: I really enjoyed doing the Social reports.

Researcher: What did you do in the Social reports that made them so interesting for you?

Sandra: He (Mr. Hanna) let me work on them on my own. I didn't have to fight over it with someone else or get bored with someone else's work. He told me afterwards that mt work was the best I had done.

The fact that Sandra was gaining confidence was evidenced by her willingness to take the occasional risk and try something new. The students with more self confidence tended to be those willing to present their views and take the risk of giving the answer.

The students felt it was important to be treated fairly even if you were encountering difficulties with the work.

David: He helps everybody just the same. Nobody is the special one.

Robert: People who aren't doing their work are not treated any different than anybody else.

The grade seven students' views on this theme were represented by the following comments from Kory and Scott.

Scott: When Mr. Brown asks a question and you don't give him the correct answer he gets mad and does something stupid like send you to the office.

Kory: Or he yells, "Be quiet!" I don't like teachers like that. For example, I turned around and was asking this person for some help because I didn't like talking to him (Mr. Brown). He just yells, "Turn around. If you weren't so stupid you would know it." He didn't even think about what I was doing. I was just asking her if I was doing it right.

## Teacher's Involvement

The teacher can enhance student performance through his/her interaction or involvement with the students. The impact that teacher involvement has on students is based on the fact that it appeals to our basic human need to identify with a 'hero' personality, organization or cause. We all need 'heroes' or more importantly we have to recognize we all need examples to believe in. The students' mothers and fathers were their first role models and heroes. As children, we usually try to walk like mom or dad, talk like them and think and act as they do. As we get older we look to other people to fill this need for a role model. For many, the person who fulfills this need is their classroom teacher.

As well, a teacher who is involved with his/her students has the opportunity to convey a message to the students about the teacher's authenticity. Students can quickly judge whether the teacher's reactions are honest and open.

Saskatchewan Education (1988) describes this aspect of the teacher's role as follows:

> Good teachers are doing more when they teach than acting according to prescribed roles. Their desire to nurture a love of learning, to help students recognize and act upon their capabilities, and to establish a classroom climate which is based upon mutual regard and respect gives their teaching purpose and meaning beyond any technical description of the teacher's role. What is required is that teachers be authentic individuals who are striving to improve their practice . . .(p.32).

The shared involvement in a physical activity could be seen as a critical factor that contributed to the specialness of the relationship that the students felt with Mr. Hanna. For physical activity between the teacher and his student may help bridge the generation gap between childhood and adulthood.

As well, as was stated earlier in this chapter, there may be indirect evidence to support the contention that some teachers relate better to some students than they do to others.

The students, who participated in my research, spoke a great deal about their involvement or lack of involvement with their teachers.

Kevin, a grade nine student, couldn't remember much about Mr. Hanna's lectures but could remember that he participated with him in floor hockey.

Researcher: What do you remember about these lectures that Mr. Hanna was famous for?

Kevin: I don't remember them.

Researcher: What do you remember about Mr. Hanna?

Kevin: Him slashing me in the middle of a floor hockey game.

Researcher: So Mr. Hanna participated in sports with you. Did you enjoy having him participate?

Kevin: Yea! He was always there and you could do things to him and he wouldn't get mad. That's what made him so special.

Additional comments obtained from the grade nine students during the interviews helped to clarify the students' views on whether a teacher should be involved.

Researcher: What subject did Mr. Hanna do his best teaching in?

Curtis: Physical Education.

Researcher: Why do you think he did his best teaching in Physical Education?

Curtis: He played fun games with us. In Math and Language you can't really play with a teacher but you can in gym. I enjoyed his gym classes.

. . .

Curtis: We got along well because we could relate to sports. We both liked sports. He also participated with us in the Journal Indoor Games. He helped us. He coached us. I still see him once in awhile. He was probably one of the best teachers I had. We still are friends.

Curtis was able to relate to Mr. Hanna because he felt they had a common interest - their love for sports. Curtis used Mr. Hanna as a role model. Mr. Hanna was someone he could dream about being like.

John, in describing what he believed the characteristics of a teacher should be, stated the following:

John: But also, when you play games in Physical Education it's good when the teacher plays with you. Mr. Hanna always played the games with us.

Researcher: Why is it so important to you that the teacher participate in the games with you?

John: Because it kindda gets you up. Like if he passed to you, you feel like you did something right. If you passed to him and he says, "Good play.", you know you did something good.

Researcher: Besides helping you to feel good are there other reasons why you want your teacher to participate in the games with you?

Curtis: It's a chance for you to see that the teacher is human.

For the grade seven students Mr. Hanna's involvement provided them with the opportunity to see Mr. Hanna's genuine characteristics.

Researcher: What are your feelings about a teacher like Mr. Hanna playing the games with you?

Bonnie: We could see if he was different or just the same. He was just like himself, more like a friend than a teacher.

Researcher: Did it make a difference to you in the classroom?

Bonnie: You knew that he genuinely cared. He wasn't phoney with you.

The grade seven students views about Mr. Hanna being involved were summarized by this description of a camp they attended.

Researcher: What happened at camp?

Kory: Mr. Hanna taught us how to weave baskets from reeds in the water. We went to the dock because we had to use the water to keep the reeds from breaking. We sat on the dock and wove the baskets.

Scott: He went in the water with us too.

Bonnie: Mr. Hanna started kicking water at us when we came over to get reeds.

Jarrett: Yes, he would pick us up and throw us in the water.

Researcher: What made the experience so memorable?

Bonnie: I don't know for sure? Maybe because he was there and we had so much fun. We became even better friends. You remember things more when they are fun and you do them with your friends.

The grade six students found that being involved with Mr. Hanna was the most exciting thing that happened to them in grade six.

Researcher: What was the most exciting thing you did this year in school?

Nada: Mr. Hanna gets involved in the games we play. He plays with us at recess and noon hours.

Randy: Playing floor hockey with Mr. Hanna.

David: Playing soccer games.

Researcher: What about the girls? What was the most exciting thing you did this year in school?

Sandra: Nothing. Mr. Hanna is always playing with the boys. We don't get a chance to play with him.

Harry: No, it's not that way. You had a chance to join the Edmonton Journal Indoor games.

Nada: I don't agree with Sandra. I played floor hockey with Mr. Hanna and the boys this year.

What was important to the grade six students wasn't the fact that they played games but the fact that they had the opportunity to participate in the games with their teacher, Mr. Hanna.

The following remarks made by the grade six students summarized the majority of the students' feelings on this subject.

Tyson: When you're playing games you usually play them with your friends. When Mr. Hanna is around you don't think of him as being your teacher. He's more of a buddy than a teacher. It's the way he always treats you.

Randy: He plays with us. He will play outside baseball with us. He tries to get close to us. Sometimes some of the kids don't join in. Like the girls don't join in and they say, "He just plays with the boys!" I just had to stick up for him.

Sandra: Well I joined other clubs but it wasn't the same. He wasn't there.

Randy: He gets involved and it's really fun. Some of the kids don't get involved. Then they say, "He doesn't do anything good for us. He doesn't play with us." He always tries to get more fun things for us.

Researcher: That's okay. But school is not just recess and noonhour activities. What does he do in the classroom?

Nada: The same. He's always coming up with some activity that we can play together.

Researcher: Then it's important to you that you have teachers who are prepared to participate in activities with you?

Nada: Yes, very important. That's why I like Mr. Hanna.

## Active Learning

This theme was based on the belief that meaningful learning depends on giving students opportunities to be actively involved in knowledge development. There is not a direct link between what is taught and what is learned. Teachers have to make decisions about the methods used to present material to the students as well as other factors that influence student learning (i.e. special talents, cultural background and economic circumstances).

Hunter (1982) stated:

> ...teaching is now defined as a constant stream of professional decisions made before, during and after interaction with the student; decisions which, when implemented, increase the probability of learning (p. 3).

What was important to the students might be brought to light by reflecting on what the informants talked about during this research.

It should be noted that during most of the interviews the students' memories were mainly of activity-type learning experiences. The students talked about the camping trip, the art projects, the classroom games, writing reports/stories and the play times they had with Mr. Hanna. Memories of the routine paper and pencil activities or passive learning experiences, were harder for them to discuss unless one of the students happened to bring along some artifact from their grade five year. This revelation helped to support the notion that recollections of the lived experiences can help us to understand that which is truly important to students. The "things that seem to matter" (Coles, 1972, 1983) should be eventually uncovered.

## Teacher Professionalism

This final theme addressed an area of teacher effectiveness that educators such as Gurney (1977) believes is best left for ones colleagues to evaluate. Generally this is true. However, the students commented on the areas of the teacher's knowledge of the subject area taught and the teacher's knowledge about current trends and practices in education. The students' views and comments were sincere and valid. Therefore, I have chosen to report on them.

The grade nine students discussed the need for teachers to update their professional skills and knowledge.

Researcher: What characteristics about teachers in the classroom are truly important to you?

Curtis: I like younger teachers. They are more like you. I usually can get along with them better. When you have an old teacher they tend to have less patience and they are just not as willing to give you as much of their time as a younger teacher would be.

John: And they are usually outdated in the way they teach. They tend to teach the way they learned.

Researcher: You mean you think younger teachers tend to be more up to date in their knowledge of teaching methods and materials?

John: Yea. They try to think more like a kid would be thinking.

Researcher: Curtis, you indicated that you get along with a younger teacher because they tend to be more enthusiastic. Could you explain this a little further?

Curtis: Yes, a lot of them know more of what they are talking about. There are some older teachers we have that got their teacher's license quite a long time ago and they have forgotten a lot of stuff. They are trying to teach the same old stuff using the new books. I don't think it should make a difference but I have just had a lot of older teachers who have not kept up to date.

The grade six students believed a teacher should be knowledgeable about what he/she was teaching.

Nada: She (about a former teacher) explains nothing to you.

David: She would just say, "Do it." We would have to do it.

Lynn: When this teacher doesn't understand the problem she would say, "Here. You do it". We would have to do it because she doesn't understand the problem enough to explain it to us.

Researcher: How do you know that this teacher doesn't understand the problem?

Lynn: She marks things wrong when they're right. When you go to discuss it with her she doesn't know why it's wrong. She just says it's wrong. After, you talk to a different teacher and they agree with you that it's right. So you know it's right but she still tells you it's wrong.

Researcher: So you feel a teacher should know what they are trying to teach you?

David: That's for sure!

Researcher: How do you know if a teacher knows it or not?

Lynn: Because I take all my work home and check it on the calculator so I know if I'm right or not.

Researcher: Does Mr. Hanna know what he is talking about in Math?

Lynn: Yes, he does and if he comes across something he doesn't know he tells you. Then he says "I'll go and see Mr. Jones. Maybe he can help us with this problem."

The grade seven students also had definite views about teachers who don't really know the subject matter and try to force the issue with the students. All of the students were concerned that a teacher needed to be up to date and know the material. The following example typified the students' views.

Researcher: So you want a teacher like Mr. Hanna who knows what they are talking about? Did you ever have a teacher that was trying to explain something that they didn't really understand themselves?

Scott: Yes, Mr Weekes. He didn't know anything about Math. Mr. Weekes tried to tell us only certain questions should have a decimal and they were all supposed to have decimals. We tried to explain this to him and he got mad and sent us all to the office. He always did stupid things like that.

Kristin: Yes. I like teachers like Mr. Hanna. He doesn't act like he knows everything. Some teachers act that way and if you try and tell them that you think it's wrong they get mad and say, "That is right!" or they say, "My way is right!"

## Summary

This chapter focused on description, consisting of the presentation of guiding themes resulting from classroom observations and interviews with three group of informants. The first themes addressed concepts that related to the Hunter Model of Mastery Teaching. The other themes emerged from the data collected in this study. A summary of the study, its findings, and implications of the study will be given in Chapter Six.

# Chapter Six

# SUMMARY OF THE STUDY AND ITS FINDINGS

This chapter will summarize the methodology, and conclusions of the study. Implications of the findings and suggestions for future research will be presented.

## Purpose of the Study

The purpose of this study was to gain an understanding of the characteristics of an effective teacher from the student's perspective. For the purposes of this study an effective teacher was one defined as implementing the Hunter Model of teaching. The study was designed to gain indepth knowledge of the events in teaching, student-teacher interactions, teacher characteristics and an understanding of the classroom setting and how these aspects impacted on the students. Further, the research attempted to determine if the characteristics of an effective teacher, as outlined in the Hunter Model, meant anything as far as the students were concerned.

## Methodology of the Study

A brief summary of the research approach used in this study as well as the guiding themes follows.

This study was based upon an ethnographic research approach as outlined by Spradley (1980). The research involved two phases. The first phase involved data collection via observations, fieldnotes and tape recordings within the grade six classroom. The second phase involved data collection via tape recorded interviews of informants. There were three groups of informants. The first group included students who were in Mr. Hanna's present class. The other two groups included students who were former students of Mr. Hanna. The data was presented in such a manner as to provide the reader with a realistic impression of the experiences the students had by providing as much student related data as possible.

The guiding themes that emerged from the observations in the classroom and the interviews with the informants included: building a relationship, motivation, a sense of purpose (mission), freedom from failure, teacher's involvement, active learning experiences and teacher professionalism.

The guiding themes that were derived from the data collected were reviewed with Mr. Hanna to see if appropriate conclusions were drawn.

## Findings of the Study

### Teacher Characteristics

In this research, the verification of the characteristics of an effective teacher as presented by Hunter and the classroom experiences of the students in Mr. Hanna's classroom became strikingly apparent. This classroom experience was the same for all students - both present and former students.

The major findings in the study as outlined in Chapter Five, concentrated on the students' views of a teacher. These views generally pertained to teacher-student interactions. Chapter Five developed the guiding themes that addressed the following areas of the Hunter Model:

a) Motivation
b) Providing Information Effectively
c) Teaching to Both Halves of the Brain
d) Making the Material Meaningful
e) Checking for Understanding
f) Extending Their Thinking
g) Dignifying Errors to Promote Learning
h) Teaching So Students Remember.

The childrens' perceptions of Mr. Hanna as an effective teacher indicated that the characteristics he exhibited and the teaching approaches he used were effective. Throughout the interviews with the informants evidence was obtained verifying the presence of certain procedures and teacher characteristics. However, what was important was the impact that Mr. Hanna's teaching style had on the students. Most of the students expressed with confidence, that as far as they were concerned they had a successful year in Mr. Hanna's classroom and he was ultimately responsible.

With the exception of one student, I concluded that Mr. Hanna's approach to teaching was benefical to the students involved with this study. This particular student stated that Mr. Hanna's teaching had little effect, either negative or positive, on her overall education - he just provided her with a year of schooling.

There is strong evidence to suggest that the positive teacher and student relationship in this classroom was a powerful determinant of Mr. Hanna's effectiveness. The personality of the teacher is an important factor that must be taken into consideration when one assesses success in a teaching situation.

As well, there is evidence to indicate that how adept a teacher is at keeping in touch with kids strongly affects the teacher's acceptance by the students. In this study the students indicated that they wanted relationships with their teachers to be ones built on trust and to be ones that were positive and caring. The students believed very strongly that a teacher could not force students to respect them. The informants concluded that teachers who built a relationship based on threats were usually doomed to failure. What these students wanted was a teacher who treated them as human beings and allowed them to influence the decisions in their daily school lives.

A further finding of this study, according to opinions of the students, was the importance of selecting teachers that could relate to a specific age group of students. Several students indicated that although Mr. Hanna was an effective Elementary teacher that wouldn't automatically make him an effective Junior High or High School teacher. What was important to these students was the teacher's ability to relate to them personally so that they could develop their potential to the fullest.

The teacher was the key component in influencing the students in this classroom. The students relied unequivocally upon the teacher to provide them with the inspiration to complete their assignments, study for tests and do well in school. They believed emphatically that the teacher must be cognizant of motivation techniques so that he/she could provide them with appropriate 'carrots' at the correct time. Inappropriate motivation could effectively destroy the learning experience. Therefore, it is important for a teacher to learn how to utilize varied motivational techniques and how to adapt these techniques to the students they are teaching.

The students in Mr. Hanna's classroom worked hard to conform and please Mr. Hanna because they wanted and needed his continuing approval and rewards. The question of learning for learning's sake was very rarely considered by the students. Intrinsic motivation was not high on the students' lists of priorities. They knew they were in school to learn but at the same time they coveted the rewards provided by the classroom teacher to further their accomplishments.

Another important factor in the student's continuing motivation was the feeling of success that they derived from their work. These students wanted to be taught at an appropriate level of difficulty and they wanted continuous positive feedback about their work. The students cherished, even years later, their reports, notebooks and report cards that had Mr. Hanna's positive comments on them. The students' recollections of their most vivid experiences in Mr. Hanna's classroom related to positive events and impressions.

In the interviews with the students, they indicated that Mr. Hanna's learning activities were usually exciting and caught their interest. They pointed out that as students they relied heavily upon their teacher to plan learning experiences that provided them with interesting activities. These students found that because Mr. Hanna's lessons were stimulating and because they always had goals to work towards, the school year seemed to go by quickly for them. They dreaded certain teachers' classrooms because their lessons were so boring. The students knew when the teacher was excited about teaching.

The students commented regularly that they wanted their teacher to be someone who really cared about them - cared enough to be concerned whether they learned or not.

They wanted their teacher to hold high expectations of them. However, this teacher had to be fair and consistent.

Another expectation that the students had of their teachers was that the teachers should be prepared to give them a purpose or rationale for learning. This was so the students would know why it was important to learn what was being taught.

There was little doubt that these students' greatest fear was to be publicly humiliated by their classroom teacher. The students worked hard at covering up their weaknesses and appeared to go to great lengths to avoid any situation that highlighted these weaknesses. Rarely did they talk about negative events at school. When they talked about negative experiences with Mr. Hanna and other teachers they tended to speak specifically about experiences when they were singled out and put-down in front of their peers.

## Other Teaching Characteristics

Chapter Five went on to develop three additional themes that did not specifically verify aspects of the Hunter Model. These themes included: teacher's involvement, active learning experiences and teacher professionalism.

The students indicated that the teacher can enhance the student's performance through their direct involvement with the student. The students talked at length about the activities Mr. Hanna had participated in. They found these opportunities to be very special to them. The students were quick to point out that this was one of the major reasons why they 'liked' Mr. Hanna as a teacher.

It was noted that during most of the interviews the students' memories were composed of positive, activity-type learning experiences. The students eagerly talked about vivid and outstanding events that they remembered such as their camping trips, the special art projects, the classroom games, the writing of reports/stories and the playtime they had with Mr. Hanna. The students 'lived experience' can help us to understand that which is truly important to students.

One can conclude from the students' comments that they are indeed expecting their teachers to be ones who are prepared to update their professional skills and knowledge. The students were very critical of teachers who did not have the background knowledge necessary to properly discuss the concepts of the lessons presented.

## Do Students Care ?

As I concluded this study I reflected on the themes that related to the Hunter Model in correlation to the secondary purpose of this study - Do the characteristics of an effective teacher as presented in the Hunter Model make a difference as far as the students are concerned?

I believe that the students' feelings and recollections of Mr. Hanna's teaching style as well as his personal characteristics were indicative of those of a teacher using effective instructional practices. While many good teachers do employ effective teaching practices, as outlined earlier, these research findings suggest that these students prefered teachers that exemplified these characteristics. Madeline Hunter is one of a number of individuals who have developed a model of effective teaching for educators. The conclusion drawn from these research findings was that these students have indicated that they want a teacher who is prepared to use these techniques in the classroom. The label of the model was not important but the characteristics of an effective teacher were very important.

## Implications of the Study

As a result of the study, the following implications were derived:

1. A teacher's participation in an inservice program incorporating the concepts of the Hunter Model of Teaching would be constructive to their teaching.

2. Elementary students can be effective evaluators of their teachers. With specific ground rules given to the students by the researcher, this type of research or survey is worthy of consideration by educators interested in studying the teacher's classroom activities.

3. When studying the culture that characterizes a classroom or school, the methodology used in this study to gather information was appropriate for the type of research. This approach allows the researcher to gain an understanding of what mattered in the lives of students within the context of their classroom.

## Suggestions for Future Research

As with any research, at its conclusion further questions continue to occur. These questions are identified for future study:

1. Can an appropriate evaluation tool be designed to be used by elementary students to effectively comment about teacher performance?
2. How well does an inservice program based on the Hunter Model prepare teachers to use effective teaching techniques in an actual classroom?
3. What techniques does a teacher such as Mr. Hanna already have as part of his teaching strategies prior to the Hunter Inservice? What effect does the Hunter Inservice have on changing his teaching style or strategies?
4. Would an Inservice based on the Hunter Model help a teacher who was of borderline quality improve to be an effective teacher?
5. Would an in-depth longitudinal study of teacher behaviour draw similar findings?

6. What effect do changes in teaching techniques as a result of an effective teaching inservice have on pupil achievement?

## Concluding Statement

This study indicates that positive teaching characteristics, as outlined by Hunter, do make a difference as far as these students were concerned. It is the author's intention that the description of the classroom experiences of these elementary students provide the reader with further insights into the role that the effective teaching movement has on today's students.

Finally, these research findings do not provide a simple checklist of the characteristics of what a teacher should do to be more effective. Rather they provide the reader with some insight into how the circumstances in a particular classroom made this teacher's practices effective.

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## APPENDIX A

February 3, 1986.

Dr. ________ ______
DewDrop School Division
DewDrop, Alberta

Dear Dr. ______:

Re: Research Project

Further to our conversation of January 30, 1986. This letter is to confirm my request for approval to conduct research within the Dewdrop School Division.

The following outlines the conditions of my request:

### Nomination of Teacher

I require you to nominate a couple of teachers whom you deem to be effective teachers as per Madeline Hunter criteria.

### Teacher Qualifications

The teachers should have had Madeline Hunter training.
The teachers should have taught for a minimum of six years.
I would prefer a teacher instructing at the grade 2 to five level.

### Student Access

I require access to students presently involved with the selected teacher. As well, I will need access to students who would have had the nominee as a teacher during the following school years 82/83 and the 79/80 school years.

From these students it is my intention to work with five informants from each year.

### Time Commitment

#### Researcher:

I will be available to provide help to the classroom teacher during the months of February, March and April.

During the months of March and April, my data collection will take place.

#### Teacher:

I would appreciate time with the teacher to discuss observations. Approximately eight hours of consultation time will be necessary.

Students:
Time to discuss student perceptions will be required. Approximately three hours will be required of each of the fifteen informants.

It is hoped these sessions will occur during recess, noon hours and after school.

The informants shall remain anonymous as much as possible.

Consent to Participate

All volunteers shall consent to be involved with the research. (Attached is a sample of the letter to be sent to the informants' parents.)

All responses from the volunteers shall be treated confidentially.

I trust this information will meet with your approval. Should you require further information please do not hesitate to contact me. (Collect 1-662-3126 home or 432-3840 University)

Yours Truly,

Donald C. Kondrat

## APPENDIX B

February 3, 1986

Dear Parents:

My name is Don Kondrat and I am a Master's student in Elementary Education at the University of Alberta.

I will be involved in research with the children in an attempt to understand the characteristics of an effective teacher. To be more aware of the student's perceptions can help to inform and guide future educational planning. To this end, I will be visiting with your child in the classroom over the next two months.

If you have any questions or would like further information, please feel free to call at any time (Collect 662-3126).

Thank-you for your cooperation.

Yours truly,

Don Kondrat

PLEASE DETACH AND RETURN

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

I, ______________________parent/guardian give permission for

my child, ____________________ to participate in the above

mentioned research.

______________________

Parent's Signature

# APPENDIX C

# SAMPLE FIELDNOTES

## APPENDIX C

## SAMPLE FIELDNOTES

April 22: Complete lesson on tape.

Social Studies Lesson on Longitude and Latitude

| Researcher Comments | Classroom Observations |
|---|---|
| -Classroom decore same as per usual no major changes<br>_Teacher prepared for lesson. | -Mr. Hanna used a globe on board, map of the world and a scale model of a globe to illustrate concepts. |
| -Today's lesson-both grades | -Mr. Hanna asked Lynn, "What's another name for 0 degree latitude?" |
| -No put downs. Use this to discuss with the students.<br>-N.B. possible theme ## | -She didn't get the answer so he picked up the globe and showed her where 0 Degreed latitude was. |
| | -Her answer, "Oh. The equator." |
| -Dipsticking | -He then pointed to the southern hemisphere and asked the students to write down on a piece of paper what this half of the globe was called. "Is point in the Northern or southern hemisphere." |
| | -Mr. Hanna walked around the classroom checking to see that all the students had the right answer. |
| -Discuss with teacher decision to do activity orally rather than as a worksheet. | -The lesson continued. This lesson activities were all done orally and led by Mr. Hanna. |
| | -Students had difficulty with concept of counting lines of latitude and assigning the correct degree.<br>(Teacher example given. ie. When you are doing laps, do you count one then when you |

| | |
|---|---|
| | have gone around once or do you count two?) Students very quickly were able to realize where they were making a mistake. |
| | Mr. Hanna, "Robert, I'm pointing to a country on the globe. What's the name?" |
| No put downs! Use this example to discuss with the students. Was he always like this? | Mr. Hanna, "Oh I'll help you with this very hard question." |
| _Teacher approach more humorous than correcting. | Peter, "Is it Siberia?" |
| | Mr. Hanna, "Oh, let me help you again? Jokingly he points to the name of the country on the map. |
| _Activity totally teacher directed. Active learning experience. Use as example for theme.### | Peter responds, "Oh Australia." |
| -Today's lesson presented as a game. (motivation) Discuss this approach with the students. | Mr. Hanna still joking responses, "See I thought you could get that." |
| | Mr. Hanna "You are looking at a country! Okay, here is the hundred million dollars!" |
| -Students obviously enjoying today's lesson. | Students, "Million dollar question? |
| -Time on task - no discipline problems. No waiting for students to get materials out or getting to work. | Mr. Hanna, "Today I'm going to give a million dollars to the first five people who have the right answer." |
| | Mr. Hanna picked up the globe and gave the students the coordinates for a country on the globe. |
| | The students quickly got out their atlas to find the answer. |
| -Good choice of words "game". | -Mr. Hanna, "If you guess and you are wrong you're out of the game." |

| | |
|---|---|
| -Reward system more evidence for motivation theme. | -Mr. Hanna moved about the classroom checking the students answers. Five students were given a small prize. |
| | -Mr. Hanna, " We can try to give this one more shot." |
| | -Mr. Hanna provided the students with the coordinates. This time he was looking for a city |
| | -Mr. Hanna, "Here's one winner!" |
| | "Two winners." |
| -Activity was meaningful and appears to be useful to the students. | -Three more exercises were given to the students |
| - During interviews - discuss this teaching style with the students. | -Students, "One more please! They continued to plead with Mr. Hanna to continue. He gave them one more. |
| -Note the routine to have student back on task after they return from recess.<br>-There was no formal routine for the students to do before they went for recess. | -Mr. Hanna, "When you come back from recess and even if I'm not here, I want you to try one that I will have on the board |

# APPENDIX D

## SAMPLE OF INTERVIEWS WITH INFORMANTS

## APPENDIX D

## SAMPLE OF INTERVIEWS WITH INFORMANTS

Researcher's Notes:
The students were asked to bring material from grade five. (their memorabilia.) It was hoped that they would to able to relate to the school activities if they were able to talk about the artifacts - social studies units, art work and report cards.

Researcher: I want to look at the material you brought with you today. What do you remember about grade five from these examples we have here in front of us? What kind of memories does this material bring back?

Kristin: For art we did do things and stuff that you would just go home and throw away.

Researcher: Okay, let's talk about this art. What did Mr. Hanna do to help you complete these projects? What did he really do?

Scott: He explained it to us. Then he let us work on our own.

Kristin: If you needed help he would help you.

Scott: Yea. He was busy. Everyone would be calling him all the time to come over and help.

Kristin: When someone finished they would have to go and help other students.

Researcher: Scott, would you please fill me in on how Mr. Hanna helped you?

Scott: He helped a lot.

Researcher: Did he help you more than other teachers you had or less than the other teachers?

Scott: If you had trouble he would start it off for you.

Researcher: Go on.

Scott: He would always do one to show you how it was done.

Kory: He made an example of what he wanted you to do.

Kristin: Or else he would bring examples of things that Mr. Smith had in the office. He would take one to show us, so we would get an idea of what the finished thing looks like.

Researcher: Did Mr. Hanna seem to know what he was doing?

Bonnie: Yes.

Researcher: Why do you think he did?

Bonnie: He did it the year before, and the year before that. He always did it before he had us do one. He always did it with the class. He was pretty good at it.

Jarrett: He always did one himself, I think.

Researcher: Why of all the art projects you did in grade five did you bring this one Bonnie?

Bonnie: It was the only one I kept. The only one I remember.

Kory: This was probably our best project ever.

Scott: I remember the plant hangers we did too.

Kristin: I remember one. (She points to her project.)

Researcher: And this was done with what?

Kristin: Decoupage.

Researcher: If Mr Hanna had come in one day and showed you an example and said, "Today you are going to make string art." Would you have done the same amount of work?

All Together: No Way!

Kristin: I would never of known how to do it.

Scott: Then he would have got mad at us.

Kory: It took him quite a long period to explain everything first. Then he asked us to decide on what we wanted to do.

Jarrett: It usually took a period to explain it to us. Then when we decided what we were doing he gave us the paper explaining which one goes where.

Scott: We had to take the projects to him and do the nailing at home.

Researcher: You had to do the nailing at home? So you got your parents involved in the nailing aspect?

Kristin: No. I did mine all by myself.

Kory: My brother helped with mine.

Jarrett: Me and Dad worked on mine. And my Mom helped.

Researcher: Would you think back now to doing the project in the classroom? What things happened?

Kory: I remember doing my project. I kept doing it and the string would break. I did it about four times.

Researcher: What did Mr. Hanna do or say?

Kory: He just kept telling me to keep trying. He would smile and try to make a joke of it.

Researcher: Yes.

Kory: Yea! Then I did finish it. If he had been Mr. Jones I would have thrown the thing away.

Jack: I remember one time when I got there in the morning. Everyone's string art was broken. Someone got in and Mr. Hanna was mad.

Researcher: Was that the first time you saw Mr. Hanna get mad?

Kory: NO!

Kristin: When he got mad he would be really mad. Like, well he didn't get mad very often. He showed it when he was really mad.

Jack: He didn't get mad at some people.

Researcher: How do you know Mr. Hanna was mad?

Bonnie: He just looked mad. Then he asked everyone if anyone stayed after school late or something.

Researcher: What happened? Did Mr. Hanna help you do them all over?

All the Students: Yes.

Kristin: It took a long time to do it, because my mom's birthday is April 9th and it was done about one month after her birthday.

Researcher: This was a time consuming project?

Bonnie: It was getting to me after a while. You see the strings kept breaking.

Researcher: What did Mr. Hanna do to help you with this project?

Kristin: He would never get mad. Everybody was always calling him and he would say that he would come to you at one time or another. Everybody had to just sit and wait or get your friends to help if they could.

Researcher: Everybody had to have patience.

Bonnie: He had to have a lot of patience.

Researcher: You indicated that he encouraged you and helped you in art. Did he react any differently in art then in other subjects?

Troy: He taught the same in all subjects. It didn't matter to him.

Kory: He helped us and everything.

Researcher: You indicated that he taught all subjects in a similar fashion.

Kristin: No way.

Researcher: What do you mean Kristin?

Kristin: In art he was even a lot more nicer and had more patience.

Scott: He was like a kid.

Kristin: He was always like one of us. He was never ever mad if we did something wrong.

Researcher: Kristin. Tell me what you mean by "one of us"?

Kristin: Well getting along as if we were friends.. He talked like us for one thing. You know how kids talk a lot faster. We are always saying different words.

Bonnie: He would go like this ...or say, "Kristin would do something 'dumb'." or he would joke about it. I would joke around with him and he would joke around with me.

Scott: He was able to get along with us. He treated us as friends, not just students.

Researcher: Did he act any different in class then he did on the camping trip?

Jack: No. He would like be funny and always joke around.

Jarrett: If you did something funny he would give you a kick or anything. Like some teachers if you are out doing something and someone gets hurt accidently they would still be mad at you. Mr. Hanna would know when it was an accident and when it was done purposely. Okay?

Kristin: Like one of our school rules is no throwing snowballs. He goes, "You guys can throw snowballs. Just don't let any other teacher see you doing it."

Researcher: He let you throw snowballs on the school grounds?

Kory: No, off the school grounds.

Jack: Yea, we had a snowball fight once.

Scott: He would get off the school grounds and start hulking snowballs at us.

Researcher: Okay, Let's go on to Kory and talk about the Social Studies material you brought today. What does your Social Studies scribbler bring back in the way of memories about Mr. Hanna and your life in his classroom.?

Bonnie: Lots of notes.

Kristin: It was hard.

Jarrett: He never really joked around when he wanted work from you. When he wanted work he wanted it to be done.

Kristin: And done good.

Researcher: Did you know when you had to get down to work and when you could have a little fun?

Kristin: He would tell us.

Jarrett: He acted different when we were doing notes. He would just write and wouldn't let us fool around.

Researcher: So he acted differently?

Jarrett: Even if we thought our notes were good, if he didn't think they were good he would say, "Redo them."

Researcher: Did that bother you?

Jarrett: Yea. He would do about six or seven boards and if they weren't good he would say, "Redo that."

Kristin: You want to hear something. (She read from Kory's Notebook.)

"Kory I'm very pleased with your notebooks and tests this year in Social Studies. The unit on history was long and hard but you worked diligently and excellently. Your notebook can always be kept as a reminder of your great ability."

Researcher: Kory, how do you feel even today about that comment? I notice you are smiling proudly.

Kory: Makes me feel proud of what I did.

Researcher: It makes you feel proud of your accomplishments in class. What did you do that made Mr. Hanna feel excited and happy?

Kory: I can't remember. I guess I did my work the best way I could.

Researcher: Did Mr. Hanna do anything to make you work this hard?

Kory: He would have something for us to do. Something to work towards.

Researcher: Let's talk about this notebook a little more. Do you like teachers who make little comments in your notebook?

All the students: Yea!

Scott: Yes. I work harder for teachers like Mr. Hanna.

Researcher: Kory. You had good comments from Mr. Hanna in Social Studies. How did you work for him?

Kory: I wanted to work harder for him.

Researcher: Do you have teachers who don't comment on your notebooks?

Bonnie: Yea, Mr Bone.

Kory: Yeah. Some teachers do put comments on but not as much as Mr. Hanna.

Kristin: Other teachers do comment but they are not like Mr. Hanna, so we don't want to improve for them.

Researcher: Okay. What did Mr. Hanna do?

Bonnie : He always had something for us to do.

Kristin: We wanted to get it done so we could do the fun things.

Jarrett: Like when we were studying capitals and provinces. He would say, "Half the class is on this team and this half is on the other team. The winning team gets what I have on my desk." Like candy bars.

Scott: He always had little ju-jubes.

Jarrett: Yea, and he gave them out and you got to pick what colour you wanted.

Scott: We had spelling bees and the winner got a chocolate bar.

Bonnie: I don't know if it was with these students or the other group because I repeated grade five, but we had a debate and it was fun.

Bonnie: He wrote on mine - "Excellent work. I'm really impressed with your effort." He always thought I should have higher test marks. I got 68 to 70.

Researcher: He wanted you to get better marks. Did you do better as the year went along?

Bonnie: I think so.

Researcher: Why do think you got better marks as the year went on?

Bonnie: I don't know. It was like Social was his favourite subject. Then, the kids liked Social because he did.

Kristin: I remember one Social class. It was like a lecture. We were divided into two groups. He was all excited about this.

Researcher: Let me pick up on a comment made earlier. Social was his favourite subject. How did you know Social was his favourite subject?

Bonnie: He knew a lot of stuff.

Kory: He was more excited in Social Studies and it made me more excited.

Researcher: What did you like about the way he taught Social Studies?

Kristin: Well he makes learning fun and other teachers are just boring.

Researcher: Is it important to you that teachers make learning fun for you.

Kristin: No. Not always. But I work harder if a teacher does.

Researcher: Were his comments consistently the same? Did he make the same comments every time and to everyone?

Bonnie: If you had the same problem.

Kory: He would tell us a couple of times and then if we still did it he would do something able it.

Jarrett: He would do something about it.

Kory: Yea. He would call us up and do something about it.

Kristin: I remember I was bragging about my Social mark and things to everybody because he would always write nice things about my work. I would show it to everybody.

Kory: That's the same way I felt.

Bonnie: My Dad didn't even know Mr. Hanna and when we came back from camp and I told him he was going to Dewdrop to be a principal my Dad said, "He will be good for that place. He cares about his students."

Researcher: In one of the notebooks I noticed you had a checklist at the beginning of it?

Kristin: In Math.

Researcher: Yes, in Math.

Scott: That's what we were talking about. He gave those notes, working together, pages numbers. We would have to do them. Then he would give you a star for the corrections.

Researcher: So he recorded both your assignments and your corrections? What did you tell me about that?

Jarrett: We liked it. Because if we got too far behind he would give us extra homework to get caught up. He said if it's not done he would give you some more.

Researcher: Did you have the feeling that Mr. Hanna was aware of how you were doing in all of your subject?

Scott: Yes, as if he had eyes all around his head.

Bonnie: Another thing, he has a lot of patience. At the beginning of the year he told us if we felt the class was to noisy we could tell the class to shut up. That was funny.

Researcher: Did anyone ever tell the class to shut up?

Kristin: I did. It was really aggravating when you were trying to get your work done because maybe you were behind the rest of the class. There were kids just talking and talking when Mr. Hanna left the room. Finally you stand up and say, "Shut up!"

Scott: John did that quite often. He was the brain of the class.

Researcher: Did anyone ever tell the class to shut up when Mr. Hanna was in the classroom.

Kristin: Yea, him.

Researcher: You told Mr. Hanna to shut up?

Kristin: Yea, once but only as a joke. Because if we did something wrong he would lecture us so that we would never do it again. If he lectured, you knew it would be for a while.

Bonnie: I remember once we came to school and he was mad and it took the first two periods for him to finish his lecture.

Scott: We missed Physical Education.

Researcher: Let's go back to Bonnie's earlier comments when she said Mr. Hanna knew his Social Studies and made her almost like Social Studies.

Bonnie: I did. It was my favourite subject and then I got to grade six and I hated it.

Researcher: How did he make Social so exciting?

Kristin: When he was writing notes and he was writing down names he would make a joke about it sometimes. When we were doing something about wars he pulled out a map and talked about that for the rest of the period and all of us were so happy because we were so rested up.

Researcher: If I had you do one of these old Social Studies test today, what do you think your mark would be now?

Jarrett: I would get about 15%. I would go through it and try and answer them now but I couldn't do it to well.

Researcher: So you forgot all of the details about the Social Studies you were taught?

Jarrett: Yes, the notes.

Kristin: The rest of the teachers were not like Mr. Hanna at all. All the other teachers want to do is make you work. All it is work, work and work. Nothing else. Like a treat or something. Mr. Hanna always made us want to get our work done so that we could do something else.

Researcher: So Mr. Hanna didn't make you work? What else didn't you do?

Kory: He made us work.

Researcher: How was the work different from other teachers assignments?

Kory: He made it fun. Being with him made it fun.

Researcher: When I look at these notes, I don't see that Social Studies was any different for you than it was in any class that I was ever in. But tell me how it was different?

Jarrett: I can't read my notes now!

Researcher: Yet you could read them in grade five?

Jarrett: Because he made me recopy them so I could read them.

Researcher: Okay, you still had to write notes in grade five yet you say you enjoyed this more then any other grades. Why?

Kristin: We enjoyed most of the subjects.

Researcher: Why did you enjoy most of the subject?

Kristin: Because he was always so funny. He was always in a good mood except when they had their baby. That was because they didn't get enough sleep.

Researcher: Did you think Mr. Hanna was a human being?

Jack: Yes. We looked at him as if he was one of the kids.

Bonnie: Like a friend.

Kory: He was a teacher but he didn't act like one. He treated you like you were a human being.

Jarrett: Here is my report card. I did bad on this report card.

Researcher: How do you know you did badly on this report card?

Jarrett: Because it says, "Needs improvement."

Researcher: Did you improve?

Jarrett: I think so.

Researcher: Why do you think you improved?

Jarrett: My grade four report card was poor. In grade five I had straight A's and B's and in grade six I went down again.

Researcher: Why do you think your grade five marks were higher?

Jarrett: Because I put more effort into my work.

Researcher: Why?

Jarrett: He has us working all the time but he made a game out of it.

Scott: I think he gave us just as much work but it seemed like less because we were doing it faster because we wanted to have fun.

Kristin: I want to show you a picture of Mr. Hanna.

Researcher: When you see Mr. Hanna in this picture what one word describes how you feel about him?

Kristin: Fun. Funny.

Bonnie: Kid.

Jarrett: Friend.

Kristin: Teacher.

Jack: Friend.

Kory: Good.

Scott: He was like a teacher at certain times when we were taking notes.

Jarrett: He also wanted you to have good marks on your tests. If you didn't, you stayed after school and went over it. Then he gave you another one until you got a good mark.

Students talked about unrelated issues for a few minutes then Kristin brought us back on topic.

Kristin: By the end of the year we all called him Mr. H. I bought him a T-shirt and I put Mr. H. on the back.

Researcher: Why did you call him Mr. H.?

Jarrett: I don't know. At the end of the year he let us call him Mr. H. because we were his friends.

Researcher: Would you have liked him less if you had to call him Mr. Hanna instead of Mr. H.?

Kory: No, that didn't make a difference. He always liked candy though.

Researcher: So you made sure you bought him lots of candy to keep him sweet and happy?

Kory: No!

The bell rang and the interview ended on that note.